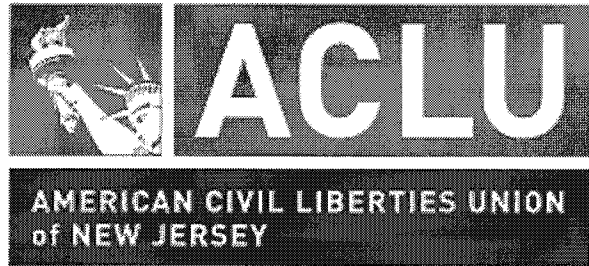


APPENDIX



Testimony to the NJ State Board of Education

February 10, 2016

Proposed Standards and Assessment Regulations/Amendments

Stan Karp, Director of Secondary Reform

For Education Law Center and the American Civil Liberties Union of New Jersey

Today I offer testify for the Education Law Center and the American Civil Liberties Union of New Jersey about the proposed amendments to NJ's Standards and Assessment regulations, N.J.A.C. 6A:8, including changes in high school graduation requirements. We have a number of concerns which we raise today and will address in more detail as the regulatory review process proceeds.

Our foremost concern is that the proposals do not address or rectify the ongoing violation of the rights of seniors in the class of 2016 that threatens the graduation prospects of thousands of students this June.

Last year, the Department of Education ("Department") stopped administering the HSPA and AHSA to high school juniors, even though the existing assessment regulations, to this day, require that "students demonstrate proficiency in all sections of the HSPA or AHSA process" to a receive a NJ "state-endorsed diploma." N.J.A.C. 6A:8-5.1(a)6. Instead DOE mandated administration of six new PARCC high school exams.

While existing regulations authorize the Commissioner of Education to designate the state

assessments to be used to measure “progress toward meeting the Core Curriculum Content Standards,” they do not authorize changing the graduation requirements set by statute or amending the existing regulations without the opportunity for public review and comment required by the Administrative Procedure Act.

Yet this is precisely what the Department has done. The belated initiation of a process to amend the existing regulations has put proposals before the Board which cannot be finally adopted for months at the earliest. These new rules cannot fairly be imposed retroactively on current seniors who are entitled to graduate under the rules that have been in place throughout their high school careers and that remain in effect today. We have similar concerns about the impact of the proposed amendments on other students currently in high school. If such regulations could be ignored or changed by Department memos, we would not be here today discussing proposals to revise them for future classes.

Over the past year, NJDOE has:

- Changed the standard for high school graduation by substituting PARCC tests with passing rates of 30-40% for the HSPA which had passing rates of 80-90%. This is a dramatic change in the proficiency level that has been the NJ high school graduation standard since 2002. This abrupt shift has left tens of thousands of seniors “now scrambling to find ways to prove their readiness for graduation so they can receive their diplomas in June.” The Record, 2/4/16.
- Eliminated the Alternative High School Assessment (AHSA) used annually by approximately 10,000 students to satisfy state standards, including a large percentage of the state’s English Language Learner graduates.
- Replaced the AHSA, with a series of commercially-produced, “English-only” exams, including the SAT, the ACT and the ASVAB military test, some of which require fees and none of which are authorized by the current assessment regulations as graduation

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exams.

- Adopted a complicated system of graduation tests that has provided fewer opportunities to pass for current seniors than for students in lower grades.
- Eliminated opportunities, required by the NJ High School Graduation statute, for students who did not pass the state graduation exams as juniors to retake the tests in their senior year.
- Revised the Department's graduation appeals process—which also has never been authorized by the assessment regulations—and made that process more difficult and burdensome for schools and students.

As a result of the Department's actions, none of the "options" identified in the Commissioner's memos over the past year as ways for students in the class of 2016 to satisfy the new graduation requirements appear in the State assessment regulations, while the only assessments that do appear in the regulations, HSPA and AHSA, have been discontinued.

This is a serious violation of the rights of the class of 2016 and potential grounds for legal claims by seniors denied a diploma on the basis of improperly imposed new graduation requirements.

In addition to being unfair and illegal, the Department's graduation proposals are educationally inappropriate for several reasons.

The new standard for graduation has not been subject to adequate public or legislative review. The Department has never explained the basis for the various (and shifting) cut scores on more than a dozen different exams, or what the common standard is between a score of 750 on the PARCC ELA10 exam and a 31 on the ASVAB military placement test—both of which qualify as diploma standards under the Department's scheme.

The Department is using tests, like the SATs and ASVAB, that are not aligned with state curriculum standards to measure student mastery of those same standards, a purpose for which they have not been designed or validated.

The new rules are leading to an increase in testing at the very time the Department says it is committed to eliminating overlapping layers of assessment. As we speak, thousands of seniors who did not pass PARCC are facing repeated administrations of Accuplacer or ASVAB or rushing to re-take PSATs or SATs before those tests are revised and made more difficult, all in an effort to jump through the Department's new graduation hoops.

District educators, especially guidance counselors, are devoting resources and staff time to extra rounds of testing and demanding graduation appeals when they should be helping seniors plan for college and post-secondary opportunities.

Parents and students are facing stress, anxiety and uncertainty, particularly in high needs districts where previous pathways to graduation have been closed or made more difficult. In fact, while the use of PARCC scores has been curtailed for school accountability and educator evaluation purposes, current high school seniors will be the first to face high stakes consequences for these new, unproven tests.

NJ has had four graduation tests since the High School Graduation statute was passed in 1979. None has ever been used as a graduation standard after a single administration of a new test, let alone one as controversial as the PARCC exams. This year, NJ is the only state in the nation using PARCC as a high school exit exam. By contrast, Massachusetts, a PARCC state to which New Jersey is often compared, continued to give its existing state graduation test because it was clear the PARCC tests were not ready for such use.

Beyond the immediate impact on the class of 2016, we have a number of other concerns about the proposed amendments, which, as noted above, we will address in more detail in

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subsequent comments. These include:

- The proposal, beginning with the class of 2021, to designate passage of the ELA10 and Alg I tests as diploma requirements. The High School Graduation statute explicitly requires an 11th grade test measuring state proficiencies in ELA and math.
- The statute also requires that seniors who “previously failed to demonstrate mastery of State graduation proficiency standards” be given retesting opportunities in 12th grade. While the proposed amendments mention “multiple opportunities to take the assessments” it is not clear how these opportunities would be provided for end-of-course PARCC exams tied to specific courses that students may no longer be enrolled in during senior year.
- Beginning with the class of 2021, the proposed amendments would make the PARCC exams and the Department’s appeals process the only assessments that could be used to satisfy graduation requirements. Yet the appeals process is not included as one of the “major components” of the state assessment system and the criteria for evaluating appeals is not defined.

These issues should be addressed before the proposal is adopted.

Last week, the Department issued a press release trumpeting the fourth straight year of increases in NJ’s high school graduation rates. Yet the Department’s current plans threaten a sharp reversal of this progress with the greatest impact on our most vulnerable students.

It is not too late to change course. The Governor’s own Task Force on College and Career Readiness proposed an alternative in its 2012 report when it anticipated the need for a multi-year transition period to phase in a new state assessment system. That report recommended a phased transition to new assessments during which “the state Department of Education will not establish a minimum passing score as a graduation requirement. Instead, graduation will

be dependent on satisfactory completion of the required courses, as established by local boards of education, with accountability coming from a more robust transcript....” (Final Report, p. 47)

The Board should return to this recommendation, roll back the testing requirements for the class of 2016, replace the Department’s proposal with one that safeguards the rights of current high school students, provide for a more educationally appropriate transition to a new assessment system, and avoid a disruptive graduation crisis this spring for students, their families and secondary schools across the state.

Stan Karp
Director, Secondary Reform Project
Education Law Center
60 Park Place, Suite 300
Newark, NJ 07102
973-624-1815, x28
973-624-7339 (fax)
skarp@edlawcenter.org

Edward Barocas, Esq
Legal Director
American Civil Liberties Union Of New Jersey
Post Office Box 32159
Newark, New Jersey 07102
(973) 642-2084; fax (973) 642-6523
ebarocas@aclu-nj.org

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ELC EDUCATION
LAW CENTER

NJ'S NEW GRADUATION POLICIES:
IMPACT ON CURRENT HIGH SCHOOL STUDENTS
JOINT COMMITTEE ON THE PUBLIC SCHOOLS
MARCH 15, 2016

Stan Karp
Director, Secondary Reform Project
Education Law Center

What current NJ law requires

- The NJ High School Graduation Standards Act (N.J.S.A.18A:7C) requires:
 - An 11th grade test in Math & LAL
 - Re-testing opportunities in senior year
 - An alternative assessment
- The current Standards and Assessment regulations (N.J.A.C. 6A:8-5.1(a)6) require:
 - Students must pass HSPA or AHSA to get a diploma
- NJ's Administrative Procedure Act (N.J.S.A. 52:14B) requires agencies, like NJDOE, to follow rule-making procedures, providing notice and opportunity for public comment, to change policies like HS graduation requirements.

NJDOE's new graduation policies

- New rules imposed without revision of the statute or adoption of new regulations.
- NJDOE eliminated the High School Proficiency Assessment (HSPA) and the Alternative High School Assessment (AHSA)
- Replaced the HSPA with PARCC as the only free, state-developed assessment given to all public high school students.
- Legal challenge filed on behalf of parents/students for violations of the HS Graduation Act, the Standards and Assessment regulations, and the APA.

NJDOE's new graduation policies

Graduation Requirements for the Classes of 2016, 2017, 2018 and 2019

The updated chart below details how students can satisfy their assessment graduation requirement.

PARCC ELA Grade 9 ≥ 750 (Level 4) <i>or</i>	PARCC Algebra I ≥ 750 (Level 4) <i>or</i>
PARCC ELA Grade 10 ≥ 750 (Level 4) <i>or</i>	PARCC Geometry ≥ 725 (Level 3) <i>or</i>
PARCC ELA Grade 11 ≥ 725 (Level 3) <i>or</i>	PARCC Algebra II ≥ 725 (Level 3) <i>or</i>
SAT Reading* ≥ 400 <i>or</i>	SAT Math* ≥ 400 <i>or</i>
ACT Reading <i>or</i> ACT PLAN Reading ≥ 16 <i>or</i>	ACT <i>or</i> ACT PLAN Math ≥ 16 <i>or</i>
Accuplacer Write Placer ≥ 6 <i>or</i>	Accuplacer Elementary Algebra ≥ 76 <i>or</i>
PSAT10 Reading <i>or</i> PSAT/NMSQT Reading** ≥ 40 <i>or</i>	PSAT10 Math <i>or</i> PSAT/NMSQT Math** ≥ 40 <i>or</i>
PSAT10 Reading <i>or</i> PSAT/NMSQT Reading*** ≥ 22 <i>or</i>	PSAT10 Math <i>or</i> PSAT/NMSQT Math*** ≥ 22 <i>or</i>
ACT Aspire Reading ≥ 422 <i>or</i>	ACT Aspire Math ≥ 422 <i>or</i>
ASVAB-AFQT Composite ≥ 31 <i>or</i>	ASVAB-AFQT Composite ≥ 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Note: * SAT taken prior to March 2016; ** PSAT taken prior to October 2015; ***PSAT taken after October 2015. The College Board will establish new 'threshold scores' in May 2016 for the new SAT.

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NJDOE's new graduation policies

- Use PARCC as a graduation exit exam. All previous NJ graduation tests had multiple years of “due notice” testing.
- Put graduation at risk for many more students:
 - PARCC exams have passing rates of 30-40%.
 - HSPA typically had passing rates of 80-90%.
- Elimination of AHSA closed a path to graduation used annually by approximately 10,000 students, including a large percentage of the state's English Language Learners.

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NJDOE's new graduation policies

- Rely on tests not authorized by state assessment regulations
- Rely on commercially-produced college entrance exams with fees
- Utilize tests not aligned with state standards or validated as graduation exams
- Eliminate opportunities for re-testing required by statute
- Utilize 'English only' tests that eliminate accommodations for ELLs
- Make the appeals process more difficult and burdensome for schools and students.

Impact on Class of 2016

Statewide PARCC ELA11 Results	Students must pass one ELA test and one Math test to graduate
Students registered	94,625
Tested	61,768
Not Tested	32,857
Passed	39,840
Didn't pass	21,928
At risk for graduation	54,785*

*Students who will not be able to use PARCC scores to meet graduation requirement for ELA

Impact on Class of 2016

PARCC ELA11 Results by ethnicity	Passed	Failed	At risk for graduation*
AFRICAN AMERICAN	51.7%	48.3%	4,538
HISPANIC	56.6%	43.4%	6393
WHITE	68.8%	31.2%	9559
ASIAN	82.1%	17.9%	1,084
All NJ students tested	64.5%	35.4%	21,866

*Students who will not be able to use PARCC scores to meet the graduation requirement for ELA

Impact on Class of 2016

PARCC ELA11 Results by subgroup	Passed	Failed	At risk for graduation*
Non Economically Disadvantaged	69.4%	30.7%	12,669
Economically Disadvantaged	54.9%	45.1%	9,246
English Language Learners	27.0%	73.0%	1838
Students with disabilities	31.5%	68.5%	6191

*Students who will not be able to use PARCC scores to meet the graduation requirement for ELA

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Impact on Class of 2016

PARCC ELA11 Results by DFG	Passed	Failed	At risk for graduation*
Low income	55%	45%	6709
Middle income	64.3%	35.7%	10,591
High income	78%	28%	2,581

*Students who will not be able to use PARCC scores to meet the graduation requirement for ELA

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Impact on class of 2016

Results of PARCC math exams

Senior results on PARCC math exams	Passed	Failed	At risk for graduation*
<i>Students must pass one math test to graduate</i>			
Algebra I	4%	96%	1,346
Algebra II	23%	77%	24,743
Geometry	18%	82%	4,832
Seniors tested in math			30,921

*Students who will not be able to use PARCC scores to meet the graduation requirement for Math

Impact in Newark

PARCC ELA 11 Results: NPS	
Students registered	1851
Tested	985
Not Tested	866
Passed	528
Didn't pass	457
At risk for graduation	1323*
Students who have not met graduation requirements through any of NJDOE's options (as of Feb)	1000+

18x

*Students who will not be able to use PARCC scores to meet the graduation requirement for ELA

Impact in Paterson



PARCC ELA 11 Results: NPS

Students registered	1372
Tested	963
Not Tested	409
Passed	297
Didn't pass	665
At risk for graduation	1074*
Students who have not met graduation requirements through any of NJDOE's options (as of Feb.)	690

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*Students who will not be able to use PARCC scores to meet the graduation requirement for ELA

Slide 13

MOU [3]1 Opportunity to mention Paterson's scheduling 15 administrations of the ASVAB. (Option 8)
Microsoft Office User, 3/9/2016

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Impact on English Language Learners

- Only 27% of ELLs in class of 2016 passed PARCC ELA11.
- Survey of 52 districts found only 10% of ELL seniors qualified for graduation on NJDOE's "substitute assessments." (NJTESOL/NJBE)
- AHSA was available in four state-developed translations (Spanish, Portuguese, Haitian-Creole, Gujarati). All NJDOE's "substitute assessments" are "English only."
- ELLs will have to rely disproportionately on "portfolio appeals" with significant extra impact on districts serving ELL students.
- ELLs already have the lowest graduation rate: 71.1% compared to state average, 88.6%.

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SAT Scores & New Graduation Rules

- In 2014, about two-thirds of the 11,000 seniors in the state's A and B districts took the SAT or ACT.
- Their average SAT scores did not reach the NJDOE's proposed cut scores for graduation. (400V/400M)
- About 6000 students had scores near or below the cutoff, while another 4000 didn't take the tests at all.
- 8 of the 10 largest A/B districts had average scores below NJDOE's graduation cutoff.
- Such students are at risk of not graduating this June, even if they successfully complete all credit, attendance and other local and state requirements.

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'Portfolio Appeals Process'

- NJDOE's new rules rely on massive expansion of appeals (including thousands who formerly used AHSA).
- District staff currently preparing thousands of appeals
- State reviews appeals and accepts/rejects.
- Changes in 2016 appeals process
- Districts must prepare student 'tasks' previously supplied by state testing vendor
- Districts/schools must complete appeals for many more students who have not received a passing score on PARCC or one of the 'substitute' tests

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Impact across state

"What we are seeing is that the number of students as of February that haven't met graduation requirements is significantly more than what we have ever experienced before.... I don't think any of us anticipated what we were going to be facing at all."

— Dana Karas, president-elect of the New Jersey School Counselor Association. (NJ.com 2/9/16)

Impact across state

- **“Why some N.J. seniors are still scrambling to graduate”** (NJ.com February 15, 2016)
- **“Thousands of HS seniors face state appeal to graduate in June”** (Atlantic City Press, Feb. 9, 2016)
- **Nearly 200 Clifton High seniors at risk of not graduating because of new test** (NorthJersey.com Jan. 22 2016)

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Legal Issues

- NJ parents, represented by ELC and ACLU-NJ, have filed a legal challenge against NJDOE's new graduation rules.
- NJDOE did not follow the legally required steps for changing graduation requirements, especially for current HS students and class of 2016.
- Case is pending before an Administrative Law Judge
- Students denied diplomas on basis of the new rules may also have a legal claim against districts and NJDOE.

Recommendations

- Legislature should direct NJDOE to withdraw improperly imposed graduation rules.
- No senior in the class of 2016 should be denied a diploma on the basis of DOE's new testing requirements.
- All graduates should meet credit, attendance, GPA, and other local diploma requirements.

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Recommendations

- Legislature should seek implementation of Governor's 2012 Task Force on College and Career Readiness recommendation:

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a phased transition to new assessments during which “the state Department of Education will not establish a minimum passing score as a graduation requirement. Instead, graduation will be dependent on satisfactory completion of the required courses, as established by local boards of education, with accountability coming from a more robust transcript...” (Final Report, p. 47)

DOE Proposal Before State Board

- Current rules would remain through class of 2020
- Beginning next year, freshmen who opted out of PARCC would lose access to all other options and risk not graduating
- “Substitute assessment” options would be phased out by 2021
- Passing PARCC ELA11 and Alg. I would become mandatory for a diploma in 2021.
- This year overall passing rates were 37% on ELA11 and 36% on Alg.1

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PARCC ELA Results By Leg. District

Assemblywoman Mila Jasey LD27 2014-2015 PARCC ELA11 Results Students who did not take or did not pass PARCC ELA11

LegD ist	District	PARCC Test	# Passed	# Did Not Pass	# Not Tested	# At risk for graduation
27	Caldwell-West Caldwell	ELA 11	49	34	115	149
27	Essex Co Voc-Tech	ELA 11	446	78		78
27	Hanover Park Regional	ELA 11	235	91	97	188
27	Livingston Twp	ELA 11	33	13	409	422
27	Madison Boro	ELA 11	36	12	166	178
27	Millburn Twp	ELA 11	148	46	187	233
27	Morris County Vocational	ELA 11	144	15	26	41
	Sch Dist Of The					
27	Chatham	ELA 11	66	8	215	223
	South Orange-					
27	Maplewood	ELA 11	59	88	308	396
27	West Essex Regional	ELA 11	134	79	59	138
27	West Orange Town	ELA 11	33	30	424	454
			1383	494	2006	2500

30X



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

October 6, 2015

TO: Chief School Administrators
Charter School and Renaissance School Project Lead Persons

FROM: Kimberley Harrington, Chief Academic Officer
Office of Teaching and Learning

SUBJECT: Appeals Process for Students That Have Not Met Their Assessment Graduation Requirement

This memo describes the 2016 portfolio appeals process for students who have not met their assessment graduation requirement. Please review this memo and share with all applicable district staff.

Districts that have students who are on track to meet all their graduation requirements except their assessment requirement by the Spring of 2016, can file a portfolio appeal that consists of: an Education Proficiency Plan (EPP) that includes student transcripts; performance on Partnership for Assessment of Readiness for College and Careers (PARCC) and/or substitute competency assessments; and interventions provided to the student to ensure he/she met the graduation requirement. The appeal must also include constructed response tasks (CRTs) in the subject areas in which the student is deficient: mathematics and/or English language arts (ELA). The CRTs need to ensure the student can demonstrate core mathematical and English language arts competencies that are equivalent to the expectations of the substitute competency assessments. Below are the requirements for the CRTs in mathematics and English language arts:

Mathematics

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in mathematics. A student may do this by demonstrating alternative classroom work evidencing the mathematical practices aligned to the content categories as described below. Each of the categories encompasses knowledge and skills articulated in *New Jersey's Core Curriculum Content Standards*.

A student appeal must include one (1) *graded, open-ended response* student work sample for four out of the five mathematical content categories. **Each** work sample must use one of the two mathematical practice categories described below to evidence the mathematical practices. Therefore, each student portfolio must contain four CRTs: one CRT aligned to four out of five content areas. Each CRT needs to have at least three (3) points and a student needs to get two (2) out of three (3) to be considered "proficient." At least two (2) points of the CRT has to be based on reasoning or modeling and the other point on computation. A CRT that is scored based purely on computation will not be accepted. Students cannot be considered "proficient" based on computation alone. In order to get a two or higher, students need to demonstrate their ability to reason and model mathematically.

Evidence the Mathematical Practices

- I. **Expressing Mathematical Reasoning:** Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.
 - Base explanations and reasoning on knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.
- II. **Modeling:** Apply knowledge and skills to solve real-world problems, engaging particularly in the Modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure.
 - Solve multi-step contextual problems requiring application of knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.

For further guidance, please review the *Informational Guide for Mathematics Portfolio Appeals Process* document which is attached.

English Language Arts

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in English language arts. A student may do this by demonstrating alternative classroom work aligned to the content categories as described below:

- Two grade-level passages (one literature and one informational) and associated items that demonstrate a student's comprehension (i.e., multiple choice items and short constructed responses to open-ended questions)
- Writing that includes at least two of the three types required by New Jersey Standards (informational/explanatory, argument, narrative)
- Writing should be scored using the PARCC rubric, available at <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Districts should use PARCC practice and released items as examples of the kinds of questions that must be included, but **may not** use the actual items for their appeals. Questions should require students to demonstrate their understanding by identifying evidence from the texts passages.

For further guidance, please review the *Informational Guide for English Language Arts Portfolio Appeals Process* document which is attached.

New Jersey Department of Education (NJDOE) Portfolio Appeal

Unlike prior years, the portfolio submission process will occur on a rolling basis beginning Monday, January 11, 2016, and the department will continue to accept appeals post-marked Friday, May 13, 2016. In order to prevent students who may have passed the appeals process to miss their graduation ceremonies, all appeals must be post-marked by May 13, 2016. Appeals post-marked after May 13, 2016, will be reviewed and scored, but we cannot ensure the results will be returned to the district or student before their graduation ceremony.

In the next couple of months, districts should take time to review the portfolio appeal process and begin creating CRTs and completing the EPP. We will post an electronic version of the EPP and the *Mathematics Portfolio Appeals Expectations* document on our website and it is also included as an attachment with this memo.

For districts/schools with a large number of appeals (100 or more), the NJDOE would like to conduct on-site evaluations at different times throughout the appeals window and work with the district/school to ensure the portfolios include all the information necessary in order for it to be reviewed.

If your school district would prefer an onsite evaluation of your NJDOE Portfolio Appeals, please email that preference with your best estimate regarding quantity to Dr. Faye Ball at faye.ball@doe.state.nj.us.

For district/schools that have smaller volumes of portfolio appeals, you may begin sending them on Monday, January 11, 2016, to the Office of Assessments. Please be sure to send them and label them as: *NJDOE Portfolio Appeals* to Dr. Faye Ball, portfolio appeals coordinator, Office of Assessments, New Jersey Department of Education, P.O. Box 500, Trenton, New Jersey 08625-0500. Districts may also hand-deliver their *NJDOE Portfolio Appeals* to New Jersey Department of Education, Building 100, Riverview Plaza, Route 29, Trenton, New Jersey 08625. Districts will be notified of their *NJDOE Portfolio Appeals* decisions by email on a rolling basis.

If you have questions regarding the English language arts CRTs or portfolio process, please contact Mrs. Mary Jane Kurabinski, deputy chief academic officer, Office of Teaching and Learning, at 609-633-1726 or mary.jane.kurabinski@doe.state.nj.us.

If you have any questions regarding the mathematics CRTs or portfolio process, please contact Mr. Timothy Giordano, mathematics coordinator, Office of Assessments, at 609-633-8015 or timothy.giordano@doe.state.nj.us.

To ensure your district's NJDOE Portfolio Appeals decisions are emailed in a timely manner, each student's Portfolio Appeal must include the:

1. completed *Cover Sheet*
2. *Educational Proficiency Plan (EPP)* (N.J.A.C. 6A:8-4(c-d))
3. *Specified quantity and quality of student graded work samples for each content area.*

If you have any questions regarding the *NJDOE Portfolio Appeal* process, please contact Dr. Faye Ball, portfolio appeals coordinator, at 609-984-1970 or faye.ball@doe.state.nj.us.

Thank you.

KH/JBH/memo:appealsprocess

Attachments

c:	Members, State Board of Education	Executive Director for Regional Achievement Centers
	Commissioner David C. Hespe	Executive County Business Officials
	Senior Staff	County Test Coordinators
	Diane Shoener	District Test Coordinators
	Jeffrey B. Hauger	Bilingual/ESL Coordinators
	Mary Jane Kurabinski	High School Principals and Supervisors
	Harry Lee	Directors of Approved Private Schools for the Disabled
	Peggy McDonald	Directors of College-Operated Programs
	Lori Ramella	Directors of a State Facility
	Faye Ball	NJ LEE Group
	Timothy Giordano	Garden State Coalition of Schools
	Executive County Superintendents	



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

March 14, 2016

Ms. Rebecca Sapp, Chief of Staff
Joint Committee on Public Schools
135 West Hanover Street
Trenton, New Jersey 08625

Dear Ms. Sapp:

On March 4, 2016, I received an invitation from the Joint Committee on Public Schools (JCPS) requesting me to testify on March 15, 2016, and provide information on graduation requirements. Unfortunately, I am unable to attend as the Department is preparing for the upcoming administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the FY17 budget hearings. However, I am pleased to provide you with information regarding the graduation requirements and the variety of ways high school students may use to satisfy them.

I. Background and History of Graduation Requirements

New Jersey has been committed to standards-based assessments for over forty years. In 1975, the New Jersey Legislature passed the *Public School Education Act (PSEA)*. PSEA initiated the legal basis for the use of a test as a graduation requirement. Over the years, the Department has had a variety of statewide assessments to measure basic communication and computation skills for New Jersey's students. With the enactment of the *No Child Left Behind Act of 2001*, New Jersey's statewide assessment system underwent further changes. This federal legislation required that each state administer annual standards-based assessments to students in grades 3 through 8, and at least once in high school. The federal expectation was that each state would provide tests that were grounded in rigorous state content standards and that would assess student achievement in language arts literacy, mathematics, and science. In June 2010, the New Jersey State Board of Education adopted college- and career-ready standards in mathematics and English language arts/literacy. That same year, New Jersey joined the PARCC consortium. The first administration of PARCC commenced in spring 2015.

Current graduation requirements only obligate that students meet passing scores for English language arts, and mathematics. With the transition to PARCC, the Department has explained that students can meet graduation requirements through a variety of ways, including (1) achieving passing scores on certain PARCC assessments; (2) achieving certain scores on alternative assessments, such as the SAT, ACT, or Accuplacer; or (3) the submission of a satisfactory student portfolio through the Department's portfolio appeals process. It is important to note that there has always been a system for students to demonstrate and meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty year history with a statewide assessment program.

In addition, as the Department has transitioned over time to different assessments, so have the alternative means to attain minimum graduation standards. Indeed, the latest transition to a new assessment took place in 2010 with the transition from the Special Review Assessment (SRA) to the Alternative High School Assessment (AHSA). During that assessment transition, the Department processed thousands of appeals from districts in a three week window. Department staff worked closely with districts to effectuate this transition and mobilized to expedite this process. Accordingly, the Department is uniquely qualified and experienced in effectuating a seamless transition now.

II. Graduation through PARCC or an Alternative Assessment

As set forth above, during this transition time, students graduating as members of the classes of 2016 through 2019 will be able to satisfy the requirement to demonstrate proficiency in English language arts and mathematics through a means other than an end-of-course PARCC assessment, including achieving a passing score on an alternative assessment. Students graduating in the class of 2020 will be permitted to demonstrate graduation proficiency through the same alternative means as those in the classes of 2016 through 2019, provided that students in the class of 2020 take all end-of-course PARCC assessments for which they are eligible as of the effective date of the proposed amendments. The following chart details the variety of ways students can satisfy their graduation requirement:

English/Language Arts (ELA)	Mathematics
Passing PARCC 9 ELA w/ a score of 750/Level 4 or above <i>or</i>	Passing PARCC Algebra I w/ a score of 750/Level 4 or above <i>or</i>
Passing PARCC 10 ELA w/ a score of 750/Level 4 or above <i>or</i>	Passing Geometry w/ a score of 725/Level 3 or above <i>or</i>
Passing PARCC 11 ELA w/ a score of 725/Level 3 or above <i>or</i>	Passing Algebra II w/ a score of 725/Level 3 or above <i>or</i>
SAT Reading Score with score 400 or above <i>or</i>	SAT Math Score with score 400 or above <i>or</i>
ACT Reading or ACT PLAN Reading with a score of 16 or above <i>or</i>	ACT or ACT PLAN Math with a score of 16 or above <i>or</i>
Accuplacer Write Placer with a score of 6 or above <i>or</i>	Accuplacer Elementary Algebra with a score of 76 or above <i>or</i>
PSAT10 Reading or PSAT/NMSQT Reading score a 40 or above <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading score of a 22 or above <i>or</i>	PSAT10 Math or PSAT/NMSQT Math score a 40 or above <i>or</i> PSAT10 Math or PSAT/NMSQT Math score of a 22 or above <i>or</i>
ACT Aspire Reading score of 422 or above <i>or</i>	ACT Aspire Math score of 422 or above <i>or</i>
ASVAB-AFQT Composite score of 31 or above <i>or</i>	ASVAB-AFQT Composite score of 31 or above <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Note: SAT taken prior to March 2016; PSAT taken prior to October 2015; PSAT taken after October 2015. The College Board will establish new 'threshold scores' in May 2016 for the new SAT.

Students graduating in 2021 and thereafter who have not demonstrated proficiency on English language arts and mathematics through the end-of-course PARCC assessment by their senior year may demonstrate graduation proficiency by meeting the criteria of the portfolio appeals process.

III. Graduation Through the Portfolio Appeals Process

To assist school districts and students in making a smooth transition to the new assessment system and graduation requirements, the criteria used in the Department's portfolio appeals process for the class of 2016 and thereafter will be similar to the criteria used for the appeals process used when AHSA was administered. The Department informed districts in the fall of 2015 and in January 2016 of the cut scores and the process for portfolio appeals process (attached as Exhibits). All of this information is also available on our website and easily accessible at the following link: <http://www.state.nj.us/education/assessment/district/>.

Dr. Jeffrey Hauger, Acting Chief Performance Officer and Ms. Kimberley Harrington, Chief Academic Officer and their staff continue to work with school districts to quickly resolve any inquiries or concerns from district personnel. Systems have been put in place to ensure that information and support are available from the Department. Operationally, the Department expanded the window that districts can submit the portfolio appeals. This year the appeals process has a four month window in order to handle the volume and to work with districts to ensure the appeal includes the necessary information. In the past, the appeals window has been two to three weeks in the spring. This year, the window opened on January 11, 2016, and will close on May 13, 2016.

Additionally, the Office of Assessments has proactively identified districts that may have large volumes of appeals and is working with those districts directly to review their Constructed Response Tasks (CRTs) before they are administered to students. The Department has extended the offer to review CRTs to every district in the state and has created "state approved" CRTs that districts may utilize. As you can see, the Department is actively taking steps to provide a high level of support to districts that should provide students with ample opportunities to meet the graduation requirements.

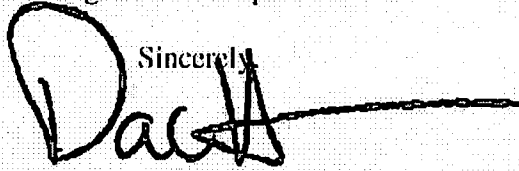
Finally, the deadline of May 13, 2016, is designed to ensure that the Department is able to return a response to districts regarding their students before the graduation ceremony. If necessary, the Department will continue to review and process appeals after the May 13, 2016 deadline. While we are taking all appropriate measures to ensure a quick turnaround, it is important to note that since the Department is relying on the submissions of student work from the school district, there may be situations in which additional information may be needed that may prevent a final determination prior to a student's graduation ceremony.

IV. Conclusion

I hope this information is useful in understanding the variety of means through which high school students may satisfy the graduation requirements. I encourage the members of the Joint Committee to please contact me with any specific concerns so that the Department can address them

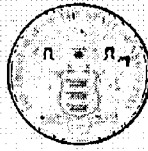
Ms. Rebecca Sapp
Page 4
March 14, 2016

constructively. The Department remains committed to ensuring that all students who meet the graduation requirements have a positive graduation experience.

Sincerely,


David C. Hespe
Commissioner

DCH/CL/rg
Enclosures



State of New Jersey
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor
KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

March 8, 2016

TO: Chief School Administrators
Charter and Renaissance School Project Lead Persons

FROM: John Worthington, Acting Director
Office of Special Education Programs

SUBJECT: Statewide Assessment and Graduation Requirements for Students with Disabilities

The purpose of this memo is to provide additional guidance and clarification about Individualized Education Program (IEP) decision making related to graduation requirements, statewide assessment and students with disabilities.

I. IEP Decisions: Participation in Statewide Assessment

The *Every Student Succeeds Act*, the *Individuals with Disabilities Education Act of 2004* and *N.J.A.C. 6A:14-4.10(a)*, require that all students participate in the statewide assessment system. The purpose is to ensure that achievement of the New Jersey Core Standards is measured for all students. The vast majority of students with IEPs will take the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. These students will be able to participate with appropriate PARCC accommodations as determined by the IEP team and documented in the IEP. The PARCC assessments also include a variety of "accessibility features" that all students can access during assessments. For more information on accommodations and accessibility features, please refer to the *PARCC Accessibility Features and Accommodations Manual* at <http://parcc.pearson.com/manuals-training/>.

The PARCC college-ready standards have been evaluated in comparison to other assessments by the American Institutes for Research (AIR) and found to be at a level comparable to Smarter Balanced standards and also at a level comparable to NAEP basic standards in English language arts (ELA) and NAEP proficient standards in mathematics. The PARCC college-ready standards were also found by AIR to be comparable in difficulty to the ACT Aspire college-ready standards for grade-four ELA, and well above ACT Aspire standards for grade-four mathematics and grade-eight ELA and mathematics. For more information visit: *National Benchmarks for State Achievement Standards Study* .

Students with the most significant intellectual disabilities who meet specific eligibility criteria will take the Dynamic Learning Maps (DLM) assessment instead of the PARCC assessments. The IEP team determines whether a student will take the PARCC or the DLM. For more information visit: http://dynamiclearningmaps.org/sites/default/files/documents/dlm_participation_guidelines.pdf .

II. IEP Decisions: Graduation Requirements

Beginning at age 14, in accordance with *N.J.A.C. 6A:14-3.7(e)9*, the IEP must include a statement of the state and local graduation requirements that a student is expected to meet to receive a diploma. One requirement is *N.J.A.C. 6A:8-5.1(c)*, which, along with *N.J.A.C. 6A:14-3.7(e)9*, permits districts to specify alternate graduation requirements for students with disabilities. All students must participate in the statewide assessment system. However, the IEP team may determine a student is not required to meet the high school assessment proficiency requirements in order to graduate with a regular diploma. When the IEP team determines a student will be exempted from or will meet a modified graduation requirement, including an exemption from passing the Sstatewide assessment, the IEP must include a rationale for the exemption or modification and the alternate proficiency to be achieved by the student.

III. Statewide Assessment and Graduation Requirements

Assessment to be administered, as determined by the IEP team.	Does the IEP contain an alternate graduation requirement for statewide assessment proficiency?	Required Actions for Graduation.
PARCC	No	<ul style="list-style-type: none"> • The student is required to take and pass the PARCC assessments; and • If the student did not pass the PARCC, he/she must pass one of the alternate competencies for graduation or the student must participate in the portfolio appeals process.
PARCC	Yes	<ul style="list-style-type: none"> • The student has met this graduation requirement.

Please refer to the October 6, 2015 and November 5, 2015 broadcast memos on the NJDOE website at <https://education.state.nj.us/broadcasts/> for more information on graduation requirements, alternate competencies, and the appeals process.

Should you have any questions, please contact Kimberly Murray, Manager in the Office of Special Education Programs at 609-292-7605.

JW/KM

- c: Members, State Board of Education
- Commissioner David C. Hespe
- Senior Staff
- Diane Shoener
- Peggy McDonald
- Kimberly Murray
- Executive County Superintendents
- Executive Directors for Regional Achievement Centers
- Executive County Business Officials
- County Supervisors of Child Study
- Garden State Coalition of Schools

NJ LEE Group



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

January 12, 2016

TO: Chief School Administrators
Charter School and Renaissance School Project Lead Persons

FROM: Jeffrey B. Hauger, Ed.D., Director
Office of Assessments
Division of Data, Research, Evaluation and Reporting

SUBJECT: Update of English Language Arts/Literacy Informational Guide for the Partnership for Assessment of Readiness for College and Careers (PARCC) Portfolio Appeals Process

The Department of Education has posted an updated Informational Guide for the English Language Arts/Literacy PARCC portfolio appeals process on the department's website at: <http://www.state.nj.us/education/assessment/district/>. The Informational Guide includes a description of the evidence statement tables, PARCC writing rubrics, passing score requirements, passage guidelines, and links for practice tests and the newly released items. Districts should use PARCC practice and released items as examples of the kinds of questions that must be included, but **may not** use the actual items for their appeals.

A sample Constructed Response Task (CRT) for Grade 11 is attached to the updated Informational Guide for the English Language Arts/Literacy PARCC portfolio appeals process. The CRT includes an informational text, reading comprehension items, and a writing task. Items on the sample CRT highlight the use of text dependent questions and are aligned to the evidence statements for reading and writing. The evidence statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the Common Core State Standards and are attached to the reading, writing and vocabulary claims presented by PARCC.

The updated Informational Guide for the English Language Arts/Literacy PARCC portfolio appeals process also includes a cover sheet. The cover sheet asks educators to record passage information, evidence statements, and score information for each student. A reading **and** writing cover sheet must be submitted for each student for an English Language Arts/Literacy portfolio appeal.

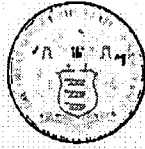
The updated informational guide will help educators as they develop CRTs in the subject area of English Language Arts/Literacy. If you have any additional questions regarding these updated documents, please contact Cristin Geoghegan, English Language Arts/Literacy Specialist, at 609-633-6917 or cristin.geoghegan@doe.state.nj.us in the Office of Assessments.

Thank you.

JBH/2016PARCCEnglishLanguageArts/LiteracyPortfolioAppealsProcess

Attachments

c: Members, State Board of Education
Commissioner David C. Hespe
Senior Staff
Harry Lee
Peggy McDonald
Lori Ramella
Cristin Geoghegan
Executive County Superintendents
Executive Directors for Regional Achievement Centers
Executive County Business Official
County Test Coordinators
District Test Coordinators
Bilingual /ESL Coordinators
Directors of Approved Private Schools for the Disabled
Directors of Special Education Services
Directors of College-Operated Programs
Directors of a State Facility
NJ LEE Group
Garden State Coalition of Schools



State of New Jersey
 DEPARTMENT OF EDUCATION
 PO Box 500
 TRENTON, NJ 08625-0500

CHRIS CHRISTIE
 Governor

KIM GUADAGNO
 Lt. Governor

DAVID C. HESPE
 Commissioner

January 7, 2016

TO: Chief School Administrators
 Charter School and Renaissance School Project Lead Persons

FROM: Jeffrey B. Hauger, Ed.D., Acting Chief Performance Officer
 Division of Data, Research, Evaluation and Reporting

SUBJECT: UPDATED: Graduation Requirements for the Classes of 2016, 2017, 2018 and 2019

The purpose of this Memo is to provide districts with updated threshold scores that students will need to achieve on the redesigned PSAT/NMSQT in order to satisfy their assessment graduation requirement.

The redesigned PSAT/NMSQT was first administered to students in October 2015. As such, the previously issued threshold score of 40 in reading and mathematics is no longer applicable for certain students. More specifically, for those students who took the redesigned PSAT/NMSQT in October 2015, and for those students who will take the redesigned PSAT/NMSQT in future administrations, a 22 on reading and a 22 on mathematics will satisfy their assessment graduation requirement.

The updated chart below details how students can satisfy their assessment graduation requirement.

PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i>	PARCC Algebra I \geq 750 (Level 4) <i>or</i>
PARCC ELA Grade 10 \geq 750 (Level 4) <i>or</i>	PARCC Geometry \geq 725 (Level 3) <i>or</i>
PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i>	PARCC Algebra II \geq 725 (Level 3) <i>or</i>
SAT Reading* \geq 400 <i>or</i>	SAT Math* \geq 400 <i>or</i>
ACT Reading or ACT PLAN Reading \geq 16 <i>or</i>	ACT or ACT PLAN Math \geq 16 <i>or</i>
Accuplacer Write Placer \geq 6 <i>or</i>	Accuplacer Elementary Algebra \geq 76 <i>or</i>
PSAT10 Reading or PSAT/NMSQT Reading** \geq 40 <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading*** \geq 22 <i>or</i>	PSAT10 Math or PSAT/NMSQT Math** \geq 40 <i>or</i> PSAT10 Math or PSAT/NMSQT Math*** \geq 22 <i>or</i>
ACT Aspire Reading \geq 422 <i>or</i>	ACT Aspire Math \geq 422 <i>or</i>
ASVAB-AFQT Composite \geq 31 <i>or</i>	ASVAB-AFQT Composite \geq 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Note: * SAT taken prior to March 2016; ** PSAT taken prior to October 2015; ***PSAT taken after October 2015. The College Board will establish new 'threshold scores' in May 2016 for the new SAT.

If you have any questions or concerns regarding the assessment graduation requirement, please contact the Office of Assessments at assessment@doe.state.nj.us or 609-984-6311.

JBH/2016graduationrequirements

c: Members, State Board of Education
Commissioner David C. Hespe
Senior Staff
Harry Lee
Peggy McDonald
Lori Ramella
Executive County Superintendents
Executive Directors for Regional Achievement Centers
Executive County Business Official
County Test Coordinators
District Test Coordinators
Bilingual /ESL Coordinators
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Directors of Special Education Services
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Directors of a State Facility
NJ LEE Group
Garden State Coalition of School



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

October 6, 2015

TO: Chief School Administrators
Charter School and Renaissance School Project Lead Persons

FROM: Kimberley Harrington, Chief Academic Officer
Office of Teaching and Learning

SUBJECT: Appeals Process for Students That Have Not Met Their Assessment Graduation Requirement

This memo describes the 2016 portfolio appeals process for students who have not met their assessment graduation requirement. Please review this memo and share with all applicable district staff.

Districts that have students who are on track to meet all their graduation requirements except their assessment requirement by the Spring of 2016, can file a portfolio appeal that consists of: an Education Proficiency Plan (EPP) that includes student transcripts; performance on Partnership for Assessment of Readiness for College and Careers (PARCC) and/or substitute competency assessments; and interventions provided to the student to ensure he/she met the graduation requirement. The appeal must also include constructed response tasks (CRTs) in the subject areas in which the student is deficient: mathematics and/or English language arts (ELA). The CRTs need to ensure the student can demonstrate core mathematical and English language arts competencies that are equivalent to the expectations of the substitute competency assessments. Below are the requirements for the CRTs in mathematics and English language arts:

Mathematics

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in mathematics. A student may do this by demonstrating alternative classroom work evidencing the mathematical practices aligned to the content categories as described below. Each of the categories encompasses knowledge and skills articulated in *New Jersey's Core Curriculum Content Standards*.

A student appeal must include one (1) *graded, open-ended response* student work sample for four out of the five mathematical content categories. Each work sample must use one of the two mathematical practice categories described below to evidence the mathematical practices. Therefore, each student portfolio must contain four CRTs: one CRT aligned to four out of five content areas. Each CRT needs to have at least three (3) points and a student needs to get two (2) out of three (3) to be considered "proficient." At least two (2) points of the CRT has to be based on reasoning or modeling and the other point on computation. A CRT that is scored based purely on computation will not be accepted. Students cannot be considered "proficient" based on computation alone. In order to get a two or higher, students need to demonstrate their ability to reason and model mathematically.

Evidence the Mathematical Practices

- I. **Expressing Mathematical Reasoning:** Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.
 - Base explanations and reasoning on knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.
- II. **Modeling:** Apply knowledge and skills to solve real-world problems, engaging particularly in the Modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure.
 - Solve multi-step contextual problems requiring application of knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.

For further guidance, please review the *Informational Guide for Mathematics Portfolio Appeals Process* document which is attached.

English Language Arts

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in English language arts. A student may do this by demonstrating alternative classroom work aligned to the content categories as described below:

- Two grade-level passages (one literature and one informational) and associated items that demonstrate a student's comprehension (i.e., multiple choice items and short constructed responses to open-ended questions)
- Writing that includes at least two of the three types required by New Jersey Standards (informational/explanatory, argument, narrative)
- Writing should be scored using the PARCC rubric, available at <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Districts should use PARCC practice and released items as examples of the kinds of questions that must be included, but **may not** use the actual items for their appeals. Questions should require students to demonstrate their understanding by identifying evidence from the texts passages.

For further guidance, please review the *Informational Guide for English Language Arts Portfolio Appeals Process* document which is attached.

New Jersey Department of Education (NJDOE) Portfolio Appeal

Unlike prior years, the portfolio submission process will occur on a rolling basis beginning Monday, January 11, 2016, and the department will continue to accept appeals post-marked Friday, May 13, 2016. In order to prevent students who may have passed the appeals process to miss their graduation ceremonies, all appeals must be post-marked by May 13, 2016. Appeals post-marked after May 13, 2016, will be reviewed and scored, but we cannot ensure the results will be returned to the district or student before their graduation ceremony.

In the next couple of months, districts should take time to review the portfolio appeal process and begin creating CRTs and completing the EPP. We will post an electronic version of the EPP and the *Mathematics Portfolio Appeals Expectations* document on our website and it is also included as an attachment with this memo.

For districts/schools with a large number of appeals (100 or more), the NJDOE would like to conduct on-site evaluations at different times throughout the appeals window and work with the district/school to ensure the portfolios include all the information necessary in order for it to be reviewed.

If your school district would prefer an onsite evaluation of your NJDOE Portfolio Appeals, please email that preference with your best estimate regarding quantity to Dr. Faye Ball at faye.ball@doe.state.nj.us.

For district/schools that have smaller volumes of portfolio appeals, you may begin sending them on Monday, January 11, 2016, to the Office of Assessments. Please be sure to send them and label them as: *NJDOE Portfolio Appeals* to Dr. Faye Ball, portfolio appeals coordinator, Office of Assessments, New Jersey Department of Education, P.O. Box 500, Trenton, New Jersey 08625-0500. Districts may also hand-deliver their *NJDOE Portfolio Appeals* to New Jersey Department of Education, Building 100, Riverview Plaza, Route 29, Trenton, New Jersey 08625. Districts will be notified of their *NJDOE Portfolio Appeals* decisions by email on a rolling basis.

If you have questions regarding the English language arts CRTs or portfolio process, please contact Mrs. Mary Jane Kurabinski, deputy chief academic officer, Office of Teaching and Learning, at 609-633-1726 or mary.jane.kurabinski@doe.state.nj.us.

If you have any questions regarding the mathematics CRTs or portfolio process, please contact Mr. Timothy Giordano, mathematics coordinator, Office of Assessments, at 609-633-8015 or timothy.giordano@doe.state.nj.us.

To ensure your district's NJDOE Portfolio Appeals decisions are emailed in a timely manner, each student's Portfolio Appeal must include the:

1. completed *Cover Sheet*
2. *Educational Proficiency Plan (EPP)* (N.J.A.C. 6A:8-4(c-d))
3. *Specified quantity and quality of student graded work samples for each content area.*

If you have any questions regarding the *NJDOE Portfolio Appeal* process, please contact Dr. Faye Ball, portfolio appeals coordinator, at 609-984-1970 or faye.ball@doe.state.nj.us.

Thank you.

KH/JBH/memo:appealsprocess

Attachments

c: Members, State Board of Education
Commissioner David C. Hcspe
Senior Staff
Diane Shoener
Jeffrey B. Hauger
Mary Jane Kurabinski
Harry Lee
Peggy McDonald
Lori Ramella
Faye Ball
Timothy Giordano
Executive County Superintendents

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Garden State Coalition of Schools

NEW JERSEY DEPARTMENT OF EDUCATION

PARCC PORTFOLIO APPEAL PROCESS

COVER SHEET

January 11, 2016 - May 13, 2016

For each student appeal, the PARCC Portfolio Appeal must include the following items in its entirety:

- **One Cover Sheet for each student**
- **The completed Educational Proficiency Plan (EPP)**
- **The appropriate number of tasks for each subject area (See the ELA/L and Mathematics Information Guides for specifics.)**

High School Graduation Date:

Student Name:

CDS Code:

County Name:

District Name:

School Name:

School Contact Person (for appeal):

Email Address of Contact Person:

Contact Person's Phone Number (include extension):

Principal's Name:

Principal's Phone Number (include extension):

Please check the content area(s) for this PARCC Portfolio Appeal.

English Language Arts/Literacy

Mathematics

Both

48x

**NEW JERSEY DEPARTMENT OF EDUCATION
PARCC PORTFOLIO APPEAL**

Student Name:

CDS Code:

District Name:

School Name:

In order to earn a New Jersey high school diploma a student must demonstrate proficiency in both mathematics and English Language Arts. A student may do this in the following ways:

English Language Arts/Literacy	Mathematics
SAT Reading > = 400 or	SAT > = 400 or
ACT Reading or ACT PLAN Reading > = 16 or	ACT or ACT PLAN > = 16 or
Accuplacer Writer Placer > = 6 or	Accuplacer Elementary Algebra > = 76 or
PSAT10 Reading or PSAT/NMSQT Reading > = 40 or	PSAT10 or PSAT/NMSQT > = 40 or
ACT Aspire Reading > = 422 or	ACT Aspire > = 422 or
ASVAB-AFQT Composite > = 31 or	ASVB-AFQT Composite > = 31 or
Meet the Criteria of the NJDOE Portfolio Appeal*	Meet the Criteria of the NJDOE Portfolio Appeal*

49 x

*Demonstrating alternative classroom work aligned to the Common Core State Standards

Part I. Student Courses and Assessment Information

This Educational Proficiency Plan is for this/these content area(s) – check those that apply:

English Language Arts/Literacy

Mathematics

Both

Student Name:

Please fill out the following table and list any scores the student achieved on the assessments listed below. If the student did not take a specific assessment, please type "NA" in the appropriate student score box.

ELA/L Assessment Passing Scores	Student Score	Pass? Y/N
SAT Reading > = 400		
ACT Reading or ACT PLAN Reading > = 16		
Accuplacer Write Placer > = 6		
PSAT10 Reading or PSAT/NMSQT Reading > = 40		
ACT Aspire Reading > = 422		
ASVAB-AFQT Composite > = 31		

Mathematics Assessment Passing Scores	Student Score	Pass? Y/N
SAT > = 400		
ACT or ACT PLAN > = 16		
Accuplacer Elementary Algebra > = 76		
PSAT10 or PSAT/NMSQT > = 40		
ACT Aspire > = 422		
ASVAB-AFQT Composite > = 31		

Student Name:

English Language Arts/Literacy (ELA/L) Information*

ELA/L Courses Taken	Grade Obtained	Areas of Strength	Areas Which Need Improvement

** Please include a copy of the student's transcript with the appeal.*

Student Name:

Mathematics Information*

Mathematics Courses Taken	Grade Obtained	Areas of Strength	Areas Which Need Improvement

*Please include a copy of the student's transcript with the appeal.

Student Name:

English Language Arts/Literacy (ELA/L) Proficiency Plan

ELA/L Topic	Describe Interventions	Describe Evidence to be Collected to Determine Proficiency in the Topic	Targeted Date for Completion

Mathematics Proficiency Plan

Student Name:

Mathematics Topic	Describe Interventions	Describe Evidence to be Collected to Determine Proficiency in the Topic	Targeted Date for Completion

Plan Agreement

Guidance or School Advisor Signature:

Teacher Signature:

Advisor Contact Name:

Advisor Phone:

Advisor e-mail:

Education Proficiency Plan Completion Verification Section (required):

This student has completed all requirements of his/her plan: **No**

Principal or designee name (printed):

Principal or designee signature:

Date:

55X

INFORMATIONAL GUIDE FOR THE ENGLISH LANGUAGE ARTS/LITERACY PORTFOLIO APPEALS PROCESS

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in ELA. A student may do this by demonstrating alternative classroom work aligned to the content categories as described below:

- Two high school level passages (one literature and one informational) and associated items that demonstrate a student's comprehension (i.e., multiple-choice items and short constructed responses to open-ended questions)
- Writing that includes at least two of the three types required by New Jersey Standards (informational/explanatory, argument, narrative)
- Writing should be scored using the PARCC rubric, available at <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Districts should use PARCC practice and released items as examples of the kinds of questions that must be included, but **may not** use the actual items for their appeals. Questions should require students to demonstrate their understanding by identifying evidence from the texts.

What type of evidence will the DOE look for in the Constructed Response Tasks?

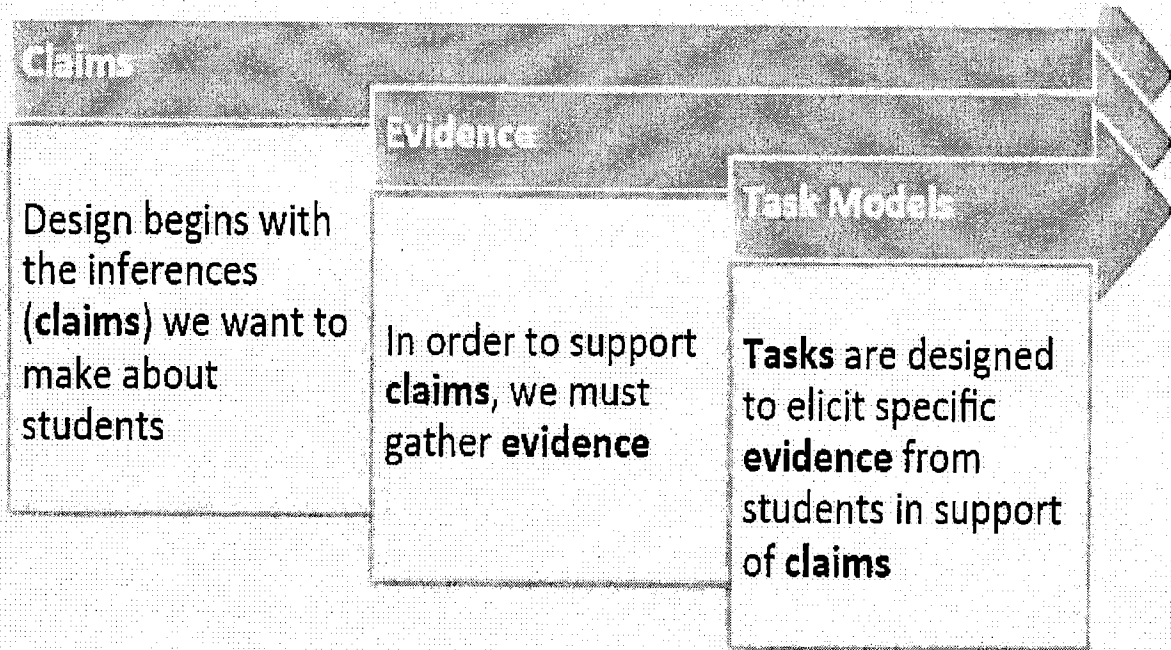
Although it depends on the type of passage and writing type, below are some general guidelines on what we will be looking for in terms of a Constructed Response Task (CRT):

- **Close reading of texts:** Close reading focuses on using evidence from texts with an emphasis on analyzing and evaluating texts. Students must use *close reading* to not only determine the main idea but to select the textual evidence that will justify the chosen main idea.
- **Text dependent questions:** Students should be asked questions that can only be answered by referring directly back to the text being read. An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there.
- **Writing to sources:** The assessment requires writing to sources, rather than writing to decontextualized prompts. It is essential that the writing task elicit evidence that students have understood a text they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions.

The following FAQs will help guide you in creating the evidence needed for the student appeal process.

What is Evidence Centered Design?

Evidence Centered Design, (ECD) is a deliberate and systematic approach to assessment development that will help to establish the validity of the assessments, increase the comparability of year-to-year results, and increase efficiencies.



What are ELA Evidence Statement Tables?

- The tables contain Reading, Writing and Vocabulary major claims and the evidences to be measured on the PARCC Summative Assessment.
- Evidences are attached to the Reading, Writing and Vocabulary claims presented by PARCC.
- Evidences describe what students might say or do to demonstrate mastery of the standards.
- An item on the PARCC assessment may measure multiple standards and multiple evidences.

Where can I find the ELA Evidence Statement Tables?

Eleventh-grade Reading & Vocabulary Evidence Table:

http://www.theproccenter.info/uploads/2/2/5/5/22551316/updated_grade_11_reading_evidence_tables.pdf

Eleventh-grade Writing Evidence Table:

http://www.theproccenter.info/uploads/2/2/5/5/22551316/grades_9-11_writing_evidence_tables.pdf

How can I use the Evidence Statement Tables to create evidence for the student appeal process?

Using the evidence statements/tables for the appeals process will be very helpful for you to understand how to infuse and combine standards when designing the CRTs. That is, they will help you determine alignment of a complex task with standards which will make it easier to develop questions/tasks that are aligned to the standards. These tables actually show clarifications and specifications to assist with item development.

How do I read the Evidence Statement Tables?

On each evidence chart the first line indicates the grade. This is followed by the second line which lists the claim (e.g., reading literature, reading informational text, vocabulary, and writing). In the first column on the left is a list of the standards (e.g., Reading Literature will be identified with RL). In the evidence tables for grades 6th – 11th the first column on the table also lists the literacy standards for science using RST to identify the standard and the literacy standards for history using RH to identify the standard. In the next column are the evidences, which directly align with the CCSS. The evidence statements should be helpful in supporting instruction and when creating constructed response tasks for the appeals process. The newly released PARCC items should serve as a model to highlight items and alignment to the evidence statements. Released items are available at the following link: <https://prc.parcconline.org>.

Do I need to attach an evidence statement to each item?

Yes. Reviewers should be able to locate the evidence statement(s) for each item or set of items. Use the sample CRT included in this guide as a model. Evidence Statements will also need to be included on the ELA cover sheet. Items on the English Language Arts/Literacy assessments may measure multiple standards and multiple evidences.

Do the reading passages and writing tasks need to be connected?

Yes. The standards emphasize the integration of reading and writing.

Do I need to score writing using the PARCC rubrics?

Yes. PARCC has developed holistic rubrics for the scoring of writing tasks. The rubrics align to the standards and the writing evidences.

- *Research Simulation Task and Literary Analysis Task Rubric (Grades 6-11)* – scored for reading comprehension/written expression and knowledge of language and conventions. This rubric should be used for scoring informational/explanatory and argument writing.
- *Narrative Writing Task Rubric (Grades 6-11)* – requires that students write to a text stimulus, but is only scored for written expression and knowledge of language and conventions. This rubric should be used for scoring narrative writing.

Do the passages need to be on grade level?

The passages selected for the portfolio appeals process need to be on a high school level. Teachers are encouraged to employ their professional judgment, experience, and knowledge of their students and the subject when selecting passages.

Is there a specific length required for the reading passages?

It is suggested that you stay within the PARCC 9-11 grade band passage length of 500-1,500 words (Literary and Informational Text/Literary Nonfiction).

Can I use the same response tasks for different students?

Yes, definitely.

Can we use video or audio?

The use of multimedia is not permitted in the portfolio appeals process.

How many total items need to be submitted?

The amount of items will vary depending on the passage selected and the types of questions used to elicit evidence. The key is to focus on the general guidelines found in the informational guide. The released items, sample assessments, evidence statements, and rubrics should be used to help with designing and scoring items.

What is the passing score requirement?

In ***reading***, students must receive a passing score of at least **50 percent**. The number of items as well as the total points possible is determined by the school/district.

In ***writing***, students must score a minimum of **“2”** or higher on the rubric constructs to meet the passing requirement.

Do I need to submit a cover sheet for each student?

Yes. Each appeal must be submitted with a cover sheet.

You should submit the following for each student:

- ELA cover sheet
- Passages (literature and informational)
- Associated reading comprehension items and writing tasks (with evidence statement(s) indicating the alignment)
- Scored PARCC rubrics

Where are the PARCC practice tests located so I can use them to model the CRTs I create?

<http://parcc.pearson.com/practice-tests/english/>

Sample, Informational Task, Grade 11

Read the article "Moon Formation May Have Been the Result of Larger, Faster Planet Collision." Then answer the questions.

Moon Formation May Have Been the Result of Larger Faster Planet Collision

- 1 While scientists tend to accept the theory that the Moon was formed following a collision between a young Earth and a second planet, new research published online earlier this month suggests that the impactor might have been larger and traveling faster than previously believed.
- 2 Current theory suggests that Earth's satellite was formed when the protoplanet was hit by a second world, believed to have been about the size of Mars, billions of years ago, Evan Ackerman of DVICE wrote on Thursday.
- 3 Now, however, Andreas Reufer of the University of Bern in Switzerland and a team of colleagues are claiming that the planet was actually larger, moving at faster speeds, and colliding with the Earth at a steeper angle than the current model would suggest. Furthermore, the object responsible for the collision may still be at large.
- 4 "It also would have transmitted significantly more energy into the Earth, heating up the mantle to 10,000 degrees," Ackerman said. "It's a lot more extreme of an idea, but it's the only model that accurately explains why the Moon seems to be made entirely of stuff from the Earth and not from any rogue planet material."
- 5 The problem with the current theory is that with a slower, grazing impact, the majority of the debris that would have eventually formed into the Moon would have originated from the planet which collided with Earth, the *MIT Technology Review* explained.
- 6 The hypothesis submitted by Reufer's team fixes that problem, in that the additional velocity would have caused most of the impact debris to escape, while the debris left behind would have been a mixture of material from that planet and from Earth, "with an isotopic content that matches the observed signatures here and on the Moon," they said.
- 7 "Of course, the debris that escaped would have carried away angular momentum as well as mass. This makes such a scenario challenging to model because it is hard to find a suitable set of starting conditions—mass, angular momentum, impact angle, etc.—that produce a realistic Earth-Moon system. In fact, astronomers have discounted this scenario in the past for precisely this reason," the MIT website added.

Sample, Informational Task, Grade 11

8 However, Reufer and his colleagues decided to use improved simulation techniques to return to the hypothesis. They created a model that consisted of approximately 500,000 particles. When the Moon is formed, it ends up being roughly 10,000 particles, and the simulation can produce Earth and Moon like systems "for a reasonable set of starting conditions, while at the same time reproducing the observed isotopic signatures," they said.

9 Their work, which is set to be published in the journal *Icarus*, also suggests that the impactor most likely lost just a little bit of material and would have continued on after the collision, according to BBC News reports. Ackerman also suggests that the rogue planet may still be around and traveling throughout space today.

10 Further analysis of elements contained within samples brought back from the moon, as well as additional computer simulations, are necessary to fully explore Reufer's theory, the British news agency said. Likewise, the MIT News Review said that the researchers need to explain what would have happened to the impact debris which escaped from Earth's orbit—which could theoretically be done by testing meteors to search for its isotopic signature.

Courtesy of redOrbit.com—Your Universe Online

I. Part A

What does **grazing** mean as it is used in paragraph 5?

- A. repeated and highly variable
- B. sudden and very violent
- C. gradual and extremely prolonged
- D. indirect and relatively light

Part B

Cite and explain one piece of evidence that supports your understanding of the term **grazing**.

RI 11.1.1

L 11.4.1

RST 11.4.3

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Sample, Informational Task, Grade 11

2. Part A

Which statement provides the **best** analysis of how the simulation performed by Reufer and his colleagues supports the hypothesis discussed in paragraph 6?

- A. It showed that a collision between the Earth and another planet was more probable than had previously been believed.
- B. It indicated that the velocity of the colliding planet must be slower than previously accepted in order for the collision to have broken material off of the Earth.
- C. It demonstrated that the colliding planet could produce a new object with expected isotopic signatures under certain conditions.
- D. It proved that the angular momentum of the colliding planet must be extremely steep in order for a collision to have produced the debris necessary to form the moon.

Part B

Which quotation refers to a problem in the collision hypothesis that was addressed by Reufer and his colleagues' simulation?

- A. " . . . why the Moon seems to be made entirely of stuff from the Earth and not from any rogue planet material ." (paragraph 4)
- B. " . . . Reufer and his colleagues decided to use improved simulation techniques to return to the hypothesis." (paragraph 8)
- C. " . . . the rogue planet may still be around and traveling throughout space today." (paragraph 9)
- D. "Further analysis of elements contained within samples brought back from the moon, as well as additional computer simulations are necessary to fully explore Reufer's theory . . ." (paragraph 10)

RI 11.1.1

RST 11.3.7

Sample, Informational Task, Grade 11

3. Part A

Select **two** ideas about Reufer's hypothesis that the author presents in the article.

- A. It offers a more persuasive explanation than capture theory about the similarity between Earth isotopes and lunar isotopes.
- B. It supposes that Earth has been struck by very large objects many times in the planet's history.
- C. It can be simulated only by making unlikely assumptions about the number of particles involved in the collision.
- D. It assumes that the collision that produced the moon occurred more recently than other collision theorists have suggested.
- E. It explains the composition of the moon better than the earlier collision theory.
- F. It provides no account for the whereabouts of collision debris that is outside the Earth-moon system.

Part B

Write **two** pieces of evidence from the article that best supports the answers in Part A?

1. _____

2. _____

RST 11.1.1

RST 11.2.5

Sample, Informational Task, Grade 11

4. Write an essay to compare and contrast the original theory presented in the article *Moon Formation May Have Been the Result of Larger, Faster Planet Collision* to Reufer's new proposed idea. Remember to use textual evidence to support your ideas.

RI 11.1.1
RST 11.2.5
W 11.2
W 11.4 -W 11.10

Standards/Evidence Statement Alignment – For each item or set of items, the alignment of standards and evidence statements has been indicated.

Example: RI 11.1.1

Reading Information, Grade 11, Standard RI 1, Evidence Statement RI (1)

Evidence Statement:

For RI 1, provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. (1)

Evidence Statement Tables: <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Sample passage/ items are borrowed and have been adapted from the Partnership Resource Center
<https://prc.parcconline.org>.

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**PARCC Portfolio Appeal Process
English Language Arts/Literacy
Cover Sheet**

Student Name:

Reading

Literature Reading Passage Title:

Author(s):

Evidence Statement(s):

Total Points Possible:

Total Points Earned:

% of Points Earned:

Informational Reading Passage Title:

Author(s):

Evidence Statement(s):

Total Points Possible:

Total Points Earned:

% of Points Earned:

66x

Student Name:

Writing

Writing Response Type: Informational/Explanatory

Evidence Statements(s):

Construct Measured

Reading Comprehension and Written Expression

Score: 4

Knowledge of Language and Conventions

Score: 3

Writing Response Type: Informational/Explanatory

Evidence Statements(s):

Construct Measured

Reading Comprehension and Written Expression

Score: 4

Knowledge of Language and Conventions

Score: 3

***Writing tasks should be scored using the appropriate PARCC rubrics. Rubrics used for scoring must be submitted.**

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INFORMATIONAL GUIDE FOR THE MATHEMATICS PORTFOLIO APPEALS PROCESS

The most important part of the PARCC Portfolio Appeal process is the evidence gathered to show the student's ability to demonstrate the mathematical practices of **reasoning** and **modeling** within the five high school content areas. The five high school mathematics content areas, which can be found in the Common Core State Standards (CCSS) starting on page 57, are:

- Number & Quantity (N)
- Functions (F)
- Algebra (A)
- Geometry (G)
- Statistics & Probability (S)

More importantly, the appeals process must provide evidence of the two mathematical practices as follows: (see pages 6-8 in CCSS)

I. Expressing Mathematical Reasoning: Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

- Base explanations and reasoning on knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.

II. Modeling: Apply knowledge and skills to solve real-world problems, engaging particularly in the Modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure.

- Solve multi-step contextual problems requiring application of knowledge and skills articulated in the Number & Quantity, Functions, Geometry, and Statistics & Probability content Areas.

The following FAQs will help guide you in creating the evidence needed for the student appeal process.

What does the phrase “showing evidence of reasoning and modeling within the 5 high school content areas: mean?

Within the student appeal, there must be 2 constructed response tasks (CRTs) that will demonstrate the student’s ability to reason and 2 constructed response tasks that will demonstrate the student’s ability to model.

Do I have to develop two reasoning and two modeling tasks for each of the 5 high school content areas?

No. You are to submit 1 reasoning task for two of the high school content areas, and 1 modeling task for the remaining 2 out of 3 high school content areas. If one reasoning task is developed from Algebra and one from Geometry, the two modeling tasks must be developed from two of the remaining three content areas (F & N, F & S, or N & S)

How many constructed response tasks should be submitted per student?

A total of 4 CRTs: 2 reasoning tasks and 2 modeling tasks. Each task is from a different content area.

Is this similar to what we submitted when we had AHSA appeals and submitted PATs?

Yes; however, these “PATs” or constructed response tasks will be developed based upon the CCSS and Evidence Statement (ES) Tables.

What do you mean by Evidence Statement Tables?

With the PARCC assessment, the constructed response items are developed from what are called the Evidence Statement Tables. These tables actually show clarifications and specifications to help develop items.

Where do I find these Evidence Statement Tables?

You can find the Evidence Statement Tables in the Informational Guides posted on the New Jersey Department of Education website. Here are direct links to the Informational Guides for Algebra 1, Geometry, and Algebra 2. These are the **only** Evidence Statement Tables to be used.

<http://www.state.nj.us/education/assessment/parcc/guides/math/AlgebraI.pdf>

<http://www.state.nj.us/education/assessment/parcc/guides/math/Geometry.pdf>

<http://www.state.nj.us/education/assessment/parcc/guides/math/AlgebraII.pdf>

How do I read the Evidence Statement Tables?

The Evidence Statement Tables are broken down by Type I, Type II, and Type III items. You are to focus on the **Type II**, which are the ES that are used to develop **reasoning** items, and the **Type III**, which are ES used to develop **modeling** items. The Type II tables are in purple and marked with the letter C. The Type III tables are in blue and are marked with the letter D.

Example:

Here is a Type II ES taken from the Algebra II Informational Guide

HS.C.5.4	Given an equation or system of equations, reason about the number or nature of the solutions. Content Scope: A-REI.2.	i) Simple rational equations are limited to numerators and denominators that have degree at most 2.
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The HS.C.5.4 is the coding that is used for the ES. This is important as you will be referencing that coding in the CRT that you develop.

The actual ES is "Given an equation or system of equations, reason about the numbers or nature of the solutions." The most important part here is where the content must come from; that is, "Content Scope: **A-REI.2**". This refers to the CCSS (page 65). The 'A' is for Algebra, the 'REI' is the domain ('Reasoning with Equations and Inequalities') and the '2' is the standard. "Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise."

The other statement as part of the ES, is a clarification, which states that the 'simple rational equations are limited to numerators and denominators that have degree at most 2. Not all ES will have a clarification.

What do the different notations in other ES mean? Such as:

HS.D.1-1

Solve multi-step contextual problems with degree of difficulty appropriate to the course, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, and/or 8.EE.

This is a modeling ES from Algebra 1. It's a modeling ES as it is in blue and also has a letter D in the coding. This ES assesses previous knowledge from 7th and 8th grade as denoted by the statement:

"Solve multi-step contextual problems with degree of difficulty appropriate to the course, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, and/or 8.EE."

What is meant by 7.RP.A and 7.EE as noted in the above ES?

7.RP.A is the 7th grade list of CCSS, the RP is the domain of 'Ratios and Proportions' and the 'A' refers to the first cluster (the statement in bold under the domain); that is anything under "Analyze proportional relationships and use them to solve real-world and mathematical problems." (page 48 of the CCSS)

7.EE is the 7th grade list of CCSS, the EE is the domain of 'Expressions and Equations.' You will notice on page 49 of the CCSS, there are 2 clusters (those statements in bold). The clusters are: "Use properties of operations to generate equivalent expressions" (this would be known as 7.EE.A) and the other "Solve real-life and mathematical problems using numerical and algebraic expressions and equations" (this would be known as 7.EE.B). HOWEVER, since this ES just lists 7.EE, that means an item can assess **any** of those standards listed under the domain of 'Expressions and Equations.' If it were 7.EE.A, it would be limited to those standards in the first cluster.

8.EE would be the same as but for 8th grade. Any of the standards listed under the Domain of 'Expressions and Equations' (page 54-55 of the CCSS)

Since these earlier grades have different domains than high school, under which content area would these ES fall?

In grades 6-8 the domains are:

- RP (ratios/proportions in ONLY grades 6&7) would fall under Algebra (A)
- F (Functions, ONLY grade 8) would fall under Functions (F)
- NS (Number system) would fall under Number & Quantity (N)
- EE (Expressions and Equations) would fall under Functions (F)
- G (Geometry) would fall under Geometry (G)
- SP (Statistics & Probability) would fall under Statistics & Probability (S)

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Can I create a constructed response item that assesses knowledge from 7th or 8th grade?

Yes. If you come across any reasoning or modeling ES among the Algebra 1, Geometry, or Algebra 2 ES tables that have a content scope that starts with a number such as 6, 7, or 8, that is the grade (6th, 7th, or 8th) from which the standards are taken in order to create a constructed response task.

I see that the ES noted above in blue for HS.D.1-1 has 4 different areas of concentration. Do I need to write a constructed response item for each one?

No. In HS.D.1-1, there is 7.RP.A, 7.NS.3, 7.EE, and/or 8.EE. You need to write a modeling constructed response task for only one of those content areas. However, since there are different content areas listed, you could write a modeling task focusing on 7.RP.A which would fall under Algebra and you could write another modeling task focusing on 7.NS.3 which would fall under Number & Quantity. You would then have your 2 modeling tasks to administer to your students.

So now that I understand the ES tables, what do I need to do for my students?

Besides filling out the forms for the appeal, you must create and administer 4 constructed response tasks for each of your students. Remember that each task comes from a different content area, and 2 tasks will assess reasoning, and 2 tasks will assess modeling.

What should each task consist of?

Each task should have the following:

1. A cover sheet that lists the following: (a blank cover sheet is in this document for your use)
 - the student's name
 - the Evidence statement to which the task aligns (use the coding found in the ES tables)
 - the actual evidence statement
 - the content scope in the ES that is being assessed
 - the content area being assessed (N, F, A, G, or S)
 - the type of item: Reasoning or Modeling
 - the student's score
2. The constructed response task
3. The student's response and score
4. The constructed response rubric

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How many points should the task consist of?

The task must have 3 points. However, no more than 50% of the points may come from strict computation. That is, at least 50% or more of the points must come from either reasoning or modeling.

Can you explain that further?

In a 3-point task, 2 of those points **must** come from reasoning/modeling and **only** 1 point can come from computation, or you could have all 3 points be for reasoning/modeling. If a student is asked to explain his/her answer in a task, that can be only counted as 1 reasoning point. There can be **only** 1 point assigned for each reasoning/modeling response.

What is the 'passing' score on the constructed response task?

For a student to 'pass' the constructed response task, he/she must earn at least 2 points.

Can students use a calculator and formula sheet on the constructed response tasks?

Yes. You can find the formula sheets at the end of each of the Informational Guides.

Can I use the same constructed response tasks for different students?

Yes, definitely.

Can I assess the students in their native language?

Yes; however, you will need to do the following:

1. Write the constructed response task in English.
2. Have someone in the district translate the constructed response task into the student's native language.
3. After the student has responded in his/her native language, the student response **must** be translated into English.
4. **BOTH** the English version **AND** translated version of the constructed response task **AND** student response must be sent to the NJ DOE.

Can you please provide an example of a constructed response task?

SAMPLE COVER SHEET

Student Name: _____

Evidence Statement Code: HS.C.6.1

Evidence Statement: Base explanations/reasoning on the principle that the graph of an equation and inequalities in two variables is the set of all its solutions plotted in the coordinate plane.
Content scope: A-REI.D, excluding exponential and logarithmic functions.

Content Scope: A-REI.D

Content Area Assessed: Algebra (A)

Type of Item: Reasoning

Student Score: 3

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Sample Constructed Response Task

Let $|x| + |y| = c$, where c is a real number.

Determine the number of points that would be on the graph of the equation for each given case:

Case 1: $c < 0$

Case 2: $c = 0$

Case 3: $c > 0$

Justify your answers.

Student Response:

The student's response may be on separate pages from the task. Please make sure the student's name is on each page of his/her response.

Sample Scoring Rubric

Score	Description
3	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none">1 reasoning point: Correct justification of the number of points on the graph for $c < 0$1 reasoning point: Correct justification of the number of points on the graph for $c = 0$1 reasoning point: Correct justification of the number of points on the graph for $c > 0$ <p>Sample Student Response:</p> <p>x and y are each nonnegative for all real numbers x and y. So, the sum must be nonnegative for all real numbers. Therefore, the sum cannot equal a negative number. There are no solutions and no points on the graph when $c < 0$.</p> <p>If $c = 0$, there is only one solution, $(0, 0)$. The graph consists of only one point.</p> <p>If $c > 0$, there are infinitely many solutions, which means that there are infinitely many points on the graph.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Note how this rubric shows where the points are coming from. In this case, there are no computation points, but all reasoning points. When putting a rubric together, it's important to show which points are for reasoning/modeling and which points are strictly for computation.

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Where can I find more examples of constructed response tasks?

You can find more sample items at www.parcconline.org and look under the Practice Tests for Algebra 1, Geometry, and Algebra 2. There are also the released items at <https://prc.parcconline.org> which has constructed response items from those subject areas as well. Please use these items **only as a guide** to help you develop your own CRTs. **Do not** use these sample or released items as CRTs for your students.

Where do I send the student appeal and constructed response items?

The appeals and constructed response items should be sent to the following address:

NJ DOE Portfolio Appeals
Dr. Faye Ball
NJ Department of Education
100 Riverview Plaza
PO Box 500
Trenton, NJ 08625

What do I do if I have further questions?

If you have questions about math content, please contact Mr. Timothy Giordano via email at timothy.giordano@doe.state.nj.us or by phone at 609/633-8015.

If you have questions regarding the appeal process, please contact Dr. Faye Ball via email at faye.ball@doe.state.nj.us or by phone at 609/984-1970.

PARCC PORTFOLIO APPEAL
CONSTRUCTED RESPONSE ITEM COVER SHEET

Student Name:

Evidence Statement Code:

Evidence Statement:

Content Scope (found in ES):

Content Area Assessed (N, F, A, G, or S): Statistics and Probability (S)

Type of Item (Reasoning or Modeling): Modeling

Student Score: 3

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