

CHAPTER 8 STANDARDS AND ASSESSMENT

Authority

N.J.S.A. 18A:7A-10 through 14, 18A:7A-49, 18A:7C-1 et seq.,
18A:7E-2 through 5, 18A:35-4.2, 18A:35-4.7 and 18A:59-5.

Source and Effective Date

R.2011 d.052, effective February 7, 2011.
See: 42 N.J.R. 1769(a), 43 N.J.R. 282(a).

Chapter Expiration Date

Chapter 8, Standards and Assessment, expires on February 7, 2016.

Chapter Historical Note

Chapter 8, Standards and Assessment, was adopted as R.2000 d.190,
effective May 1, 2000. See: 32 N.J.R. 395(a), 32 N.J.R. 1528(a).

Chapter 8, Standards and Assessment, was readopted as R.2005 d.213,
effective June 7, 2005. See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

The chapter Appendix, AYP Targets, was adopted as new rules by
R.2009 d.234, effective July 20, 2009. See: 41 N.J.R. 1302(a), 41
N.J.R. 2779(c).

Chapter 8, Standards and Assessment, expired on June 7, 2010, and
was adopted as new rules by R.2011 d.052, effective February 7, 2011.
See: Source and Effective Date.

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SUBCHAPTER 1. GENERAL PROVISIONS

6A:8-1.1 Purpose

(a) To prepare students for success in life, future education, and work in an economy driven by information, knowledge, and innovation requires a public education system where teaching and learning are aligned with 21st century learning outcomes. These outcomes move beyond a focus on basic competency in core subjects and foster a deeper understanding of academic content at much higher levels by promoting critical thinking, problem solving, and creativity through:

1. The Core Curriculum Content Standards that specify expectations in nine academic content areas: the visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies, world languages, technological literacy, and 21st century life and careers;
2. Cumulative progress indicators at benchmark grade levels delineated in the standards that further clarify expectations for student achievement; and
3. Twenty-first century themes and skills integrated into all content standards areas as follows:

i. Themes:

- (1) Global Awareness;
- (2) Financial, Economic, Business and Entrepreneurial Literacy;
- (3) Civic Literacy; and
- (4) Health Literacy;

ii. Learning and Innovation Skills:

- (1) Creativity and Innovation;
- (2) Critical Thinking and Problem Solving; and
- (3) Communication and Collaboration Skills;

iii. Information, Media and Technology Skills; and

iv. Life and Career Skills:

- (1) Flexibility and Adaptability;
- (2) Initiative and Self-Direction;
- (3) Social and Cross-Cultural Skills;
- (4) Productivity and Accountability; and
- (5) Leadership and Responsibility.

(b) District boards of education shall ensure that standards, assessments, curriculum, instruction, and professional development are aligned in a local support system that enables all students to achieve 21st century outcomes through the estab-

lishment of student-centered learning environments that provide opportunities for academically diverse students to:

1. Learn in meaningful, real world contexts through rigorous and relevant curriculum that promotes engagement in learning by addressing varying postsecondary goals;

2. Access and use quality learning tools, technologies, and resources;

3. Become self directed seekers of knowledge able to evaluate, apply, and create new knowledge in varying contexts; and

4. Use effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in the diverse local and world community.

(c) The Core Curriculum Content Standards, including cumulative progress indicators, enable district boards of education to establish curriculum and instructional methodologies for the purpose of providing students with the constitutionally mandated system of “thorough” public school instruction.

(d) The Statewide assessment system is designed to measure student progress in the attainment of the Core Curriculum Content Standards.

(e) The results of the Statewide assessments shall facilitate program evaluation based on student performance and shall enable district boards of education, the public, and government officials to evaluate the educational delivery systems of all public schools.

Amended by R.2002 d.357, effective November 4, 2002.
See: 34 N.J.R. 2916(a), 34 N.J.R. 3804(a).

In (c), inserted “is designed to” preceding “measure”.
Amended by R.2003 d.430, effective November 3, 2003.
See: 35 N.J.R. 2551(a), 35 N.J.R. 5077(a).

In (a), substituted “progress indicators at benchmark grade levels” for “progress indicators at the benchmark grades of four, eight, and 11-12” following “cumulative” and deleted 3.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

In (a), rewrote 1.

Amended by R.2009 d.234, effective July 20, 2009.

See: 41 N.J.R. 1302(a), 41 N.J.R. 2779(c).

Rewrote (a); added new (b); and recodified former (b) through (d) as (c) through (e).

Case Notes

Department of Education regulations complied with requirements for standard-based education imposed by Supreme Court to remedy achievement and funding problems in special needs districts, even though task of designing and implementing models and programs to meet the standards was left to school districts and school-based management teams; Supreme Court did not require that district models and standards be codified, and regulations retained in Commissioner of Education the responsibility to ensure that models employed conform to standards. *Abbott v. Burke Regulations*, 348 N.J. Super 382, 792 A.2d 412.

Initial Decision (2008 N.J. AGEN 774) adopted, which determined that a fifth-grade teacher’s performance, even after notice of the charges and assistance and opportunities to improve, was deficient and inefficient as charged so that the teacher should be dismissed and removed from employment. The teacher demonstrated a pattern of carelessness, a

lack of dedication, and inefficiency in his teaching, failed to establish and maintain an orderly and supportive learning environment for his class, and continued to refuse and/or fail to efficiently comply with schedules, content, methods, and pacing, and to provide documentation prescribed for instruction and for evaluation of student performance pursuant to the New Jersey Professional Standards for Teachers, N.J.A.C. 6A:9-3.3, and the Core Curriculum Content Standards of N.J.A.C. 6A:8-1.1. In re Tenure Hearing of Jones, OAL Dkt. No. EDU 2152-07, 2008 N.J. AGEN LEXIS 1181, Final Decision (September 29, 2008).

6A:8-1.2 Scope

(a) The Core Curriculum Content Standards apply to all students enrolled in public elementary, secondary, and adult high school education programs within the State of New Jersey.

(b) Throughout this chapter, unless otherwise noted, “district boards of education” shall be interpreted to include all providers of publicly funded elementary, secondary, and adult high school education programs, including county vocational schools, educational services commissions, jointure commissions, charter schools, regional day schools, adult high schools, county special services school districts, the Marie H. Katzenbach School for the Deaf, the Department of Human Services, the Department of Corrections, the Juvenile Justice Commission, public college-operated programs, and approved private schools for the disabled.

(c) District boards of education shall align their curriculum and instructional methodologies to assist all students in achieving the Core Curriculum Content Standards and to prepare all students for employment or postsecondary study upon their graduation.

(d) Progress toward meeting the Core Curriculum Content Standards shall be measured by the Statewide assessment system at grade levels three through eight and 11-12, or if ungraded at equivalent ages, and at any other grades deemed appropriate by the Commissioner.

Amended by R.2005 d.213, effective July 5, 2005.

See: 37 N.J.R. 833(a), 37 N.J.R. 2487(a).

In (b), substituted “public college-operated programs,” for “State facilities, organizations,” following “Juvenile Justice Commission”; rewrote (d).

6A:8-1.3 Definitions

The following words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise.

“Accommodations or modifications to the Statewide assessment system” means changes in testing procedures or formats that provide students with disabilities and English language learners (ELLs) an equitable opportunity to participate in assessment and demonstrate their knowledge and skills in the areas assessed.

“ACTFL” means the American Council on the Teaching of Foreign Languages.