

CHAPTER 8**STANDARDS AND ASSESSMENT****Authority**

N.J.S.A. 18A:7A-49, 18A:7C, 18A:7E-2 through 5, 18A:35-4.2, 18A:35-4.7, 18A:54 and 18A:59-5.

Source and Effective Date

R.2000 d.190, effective May 1, 2000.
See: 32 N.J.R. 395(a), 32 N.J.R. 1528(a).

Executive Order No. 66(1978) Expiration Date

Chapter 8, Standards and Assessment, expires on May 1, 2005.

Chapter Historical Note

Chapter 8, Standards and Assessment, was adopted as R.2000 d.190, effective May 1, 2000. See: Source and Effective Date.

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SUBCHAPTER 1. GENERAL PROVISIONS**6A:8-1.1 Purpose**

(a) The Core Curriculum Content Standards define what all students should know and be able to do by the end of their public school education.

1. The Core Curriculum Content Standards specify expectations in seven academic content areas: the visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies, and world languages. The Core Curriculum Content Standards also include the following five Cross-Content Workplace Readiness Standards: career planning; use of technology, information, and other tools; critical thinking, decision making, and problem solving; self-management; and application of safety principles. These workplace readiness standards reinforce the common threads among all content areas.

2. The Core Curriculum Content Standards are further delineated by cumulative progress indicators at benchmark grade levels. These cumulative progress indicators further clarify expectations for student achievement.

(b) 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.

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

(d) 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.

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.

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, State facilities, organizations, 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 benchmark grade levels four, eight, and 11-12 and at any other grades deemed appropriate by the Commissioner.

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 students with limited English proficiency an equitable opportunity to participate in assessment and demonstrate their knowledge and skills in the areas assessed.

"Advanced Placement courses" means those courses aligned with the course descriptions provided by the College Board and intended to provide students with the opportunity to complete college-level studies during secondary school.

"Advanced proficient" means a score achieved by a student at or above the cut score which demarks a comprehensive and in-depth understanding of the knowledge and skills measured by a content-area component of any State assessment.

"All students" means every student enrolled in public elementary, secondary, and adult high school education programs within the State of New Jersey, including general education students, students with disabilities, and students with limited English proficiency.

"APA" means the Alternate Proficiency Assessment, to be used to determine cumulative student achievement of the knowledge and skills specified by the Core Curriculum Content Standards, for students with disabilities who are unable to participate in the elementary component of the Statewide assessment for grades three through seven, the GEPA, or the HSPA in accordance with N.J.A.C. 6A:14-4.11.

"Apprentice" means an employee of legal working age who meets the qualifications established by the apprentice sponsor and who is employed under a written agreement which provides that related training and on-the-job experience received are in accordance with approved standards of apprenticeship established by the U.S. Department of Labor and the Equal Employment Opportunity in Apprenticeship and Training Act (29 CFR §§ 29.29 and 29.30), and in conformance with the Core Curriculum Content Standards.

"Approved private schools for the disabled" means the incorporated entities approved by the Department of Education according to N.J.A.C. 6A:14-7.2 or 7.3 to provide special education and related services to students with disabilities who have been placed by the district board of education or charter school responsible for providing their education.

"Assessment" means a State-developed or State-approved standardized instrument or process that measures student performance levels on the Core Curriculum Content Standards.

"Career awareness and exploration" means instruction and programs which assist students to clarify career goals, explore career possibilities, develop employability skills, and make the transition from school to work and/or postsecondary education.

"Charter school" means a public school operated under a charter granted by the Commissioner and independently of a district board of education, with a board of trustees as the public agents authorized by the State Board of Education to supervise and control the charter school.

"Chief school administrator" means the superintendent of schools or, if there is no superintendent in the district, the administrative principal who works directly with the board of education.

"Commissioner" means the Commissioner, New Jersey State Department of Education, or his or her designee.