



# New Jersey Department of Education



## **Proposed Amendments to N.J.A.C. 6A:8, Standards and Assessments**

Office of the Assistant Commissioner

Division of Teaching and Learning Services

February 5, 2025





# Agenda



- Introduction and Purpose of the Chapter
- Goals of the Amendments
- Proposed Subchapter Amendments
  - 6A:8-1 General Provisions
  - 6A:8-2 The New Jersey Student Learning Standards (NJSLS)
  - 6A:8-3 Implementation of the NJSLS
  - 6A:8-4 Implementation of the Statewide Assessment System
  - 6A:8-5 Implementation of Graduation Requirements
  - 6A:8-6 Preparation for Postsecondary Success
- Questions



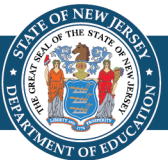


# Introduction and Purpose of N.J.A.C. 6A:8



Chapter 8 is designed to:

- set guidelines for curriculum and assessment in public schools;
- outline expectations for academic content across subjects, focusing on college and career readiness;
- emphasize critical thinking, problem-solving, and technology integration in teaching;
- describe how districts align curriculum, assessment, and instruction, improving academic opportunities for students; and
- define how state assessments are used to measure progress and evaluate school performance.





# Goals of the Proposed Amendments (1 of 2)



- **Alignment with Federal and State Laws and Regulations**
  - Ensure compliance with federal requirements such as ESSA and IDEA
  - Reflect recent legislative changes and updates to state laws
- **Streamlining and Modernizing Terminology**
  - Replace outdated language (i.e., 21st Century Skills) and references to obsolete programs and terms (e.g., Common Core, PARCC)
  - Update definitions for clarity and alignment with current practices
- **Align Instruction to Student Needs**
  - Focus on meeting the needs of all learners, including students with disabilities, multilingual learners, and gifted students
  - Improve access to advanced coursework and postsecondary preparation opportunities
  - Emphasize civic responsibility and information literacy



# Goals of the Proposed Amendments (2 of 2)



- **Preparing Students for the Modern Workplace**
  - Strengthen career readiness through enhanced career counseling, work-based learning, and dual enrollment programs
  - Provide clarity around authentic learning experiences and individual student learning opportunities
- **Supporting Continuous Improvement**
  - Introduce accountability measures like corrective action plans for non-compliance with NJSLS
  - Include professional development focusing on evidence-based instructional practices and diverse learner needs
  - Use disaggregated data to monitor and improve student outcomes across various student groups



## Subchapter 1. General Provisions



- **Priority Updates:** Shift from "21st century outcomes" to "postsecondary success" to reflect current priorities
- **Terminology Updates:** Replacement of outdated terms (e.g., indicators to performance indicators) for clarity
- **Civic Engagement:** New emphasis on understanding roles and responsibilities in a democratic society
- **Information Literacy:** Integration of skills for locating, evaluating, and using information effectively. Aligned to a recent State law requiring districts to provide instruction in information literacy



## Definitions (1 of 3)



- **“Contextual learning”** replaces **“21st century skills”**
- **“Corrective action plan”** is introduced and proposed at N.J.A.C. 6A:8-3.5
- **“Evidence-based science courses”** is proposed to be added to replace **“laboratory/inquiry-based science courses”**
- **“Information literacy”** is proposed pursuant to N.J.S.A. 18A:7F-4.4 and included in proposed subchapter 6



## Definitions (2 of 3)



**“Portfolio appeals process”** amended to allow inclusion of additional techniques and instruments such as the ASVAB, industry-valued credentials, and work-based experiences

- The Department will allow students with a qualifying ASVAB score to complete a streamlined portfolio appeals to qualify for graduation.
- The traditional portfolio appeals process will also still be available.





## Definitions (3 of 3)



- **“Substitute competency test”** amended by removing the phrases “for students in the classes of 2018 through 2022” and “Armed Services Vocational Aptitude Battery-Armed Forces Qualifying Test (ASVAB-AFQT)”
- **“Work-based learning”** is proposed to be added to replace “structured learning experience”



## Subchapter 2. New Jersey Student Learning Standards



- **Integration of Legislation:** Codify NJDOE practice that statutorily mandated NJSLS-based requirements enacted between revision cycles will be integrated into the next revision



## Subchapter 3. Implementation of the NJSLS (1 of 2)



- **Transparency Requirements:** Require districts to make curricula publicly accessible to families and communities
- **Advanced Coursework Access:** Greater emphasis on providing diverse educational programs, including AP, dual enrollment, and career and technical education
- **Curriculum and Instruction:** Incorporate existing requirements that districts must adapt curriculum and instruction to allow all students to take advantage of courses and programs
- **Professional Learning:** Increasing focus on evidence-based instruction, data-driven instructional practices and supporting diverse learners' needs
- **Corrective Action Plans to Ensure NJSLS Implementation:** Create a new set of procedures, including development of a corrective action plan, for districts found to be out of compliance with statutory and regulatory requirements to implement the NJSLS.



## Subchapter 3. Implementation of the NJSLS (2 of 2)



**Two-Way Bilingual Immersion:** Highlight “two-way bilingual immersion” as an allowable standards-aligned program

- These are programs where all students – not just MLs –develop world language skills through immersive instruction
- Highlighted in N.J.A.C. 6A:8 to clarify that the programs can be implemented separate from Bilingual Education Program requirements (which only serve MLs)



## Subchapter 4. Implementation of the Statewide Assessment System

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- **Alignment with Federal Requirements:** Incorporate references to federal assessment requirements, including requirements regarding grade-level assessments and assessments for students with the most significant cognitive disabilities (DLM; WIDA Alternate ACCESS)
- **Data Utilization:** Requirement for disaggregated data analysis to monitor performance for all students and inform curriculum improvements



## Science Credit Graduation Requirements

- Revise science credit graduation requirements to include all science disciplines found in the NJSLS
- Break down silos between discrete courses, emphasizing comprehensive and applications-based disciplines, technology, and engineering



## Subchapter 5. Implementation of Graduation Requirements (2 of 3)



### Individualized Student Learning Opportunities (ISLOs/Option 2):

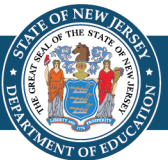
- Flexibility for credit through internships, apprenticeships, and service learning
- Expansion to include CTE and NJSLS grade level-based ESL programs
- Propose elements for inclusion in a district policy
  - Credits for work-based learning experiences aligned to NJSLS
  - Incorporate requirements under NJAC 6A:7
  - Address critical elements such as appropriate teacher certification, student safety, and transportation



## Subchapter 5. Implementation of Graduation Requirements (3 of 3)



- **FAFSA Pilot:** Reflect new state law requiring completion for students graduating in 2025, 2026, and 2027
- **Assessment Requirements:** Make the “substitute competency assessment” menu (e.g., SAT, ACT) permanent by removing references to specific graduating classes
- **State Seal of Biliteracy:**
  - Transcript Recognition: Mandates inclusion of Seal details in student transcripts
  - Assessment Flexibility: Provisions to include new and globally recognized assessments to qualify







## Subchapter 6. Preparation for Postsecondary Success



Postsecondary preparation content was excerpted from Subchapter 3 and included in a new subchapter to include:

- **Career Counseling:** Comprehensive programs to support career exploration and readiness
- **Dual Enrollment:** Increased support for high school students to earn college credits
- **Work-Based Learning:** Emphasis on hands-on experiences aligned with career goals



# Thank You!



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