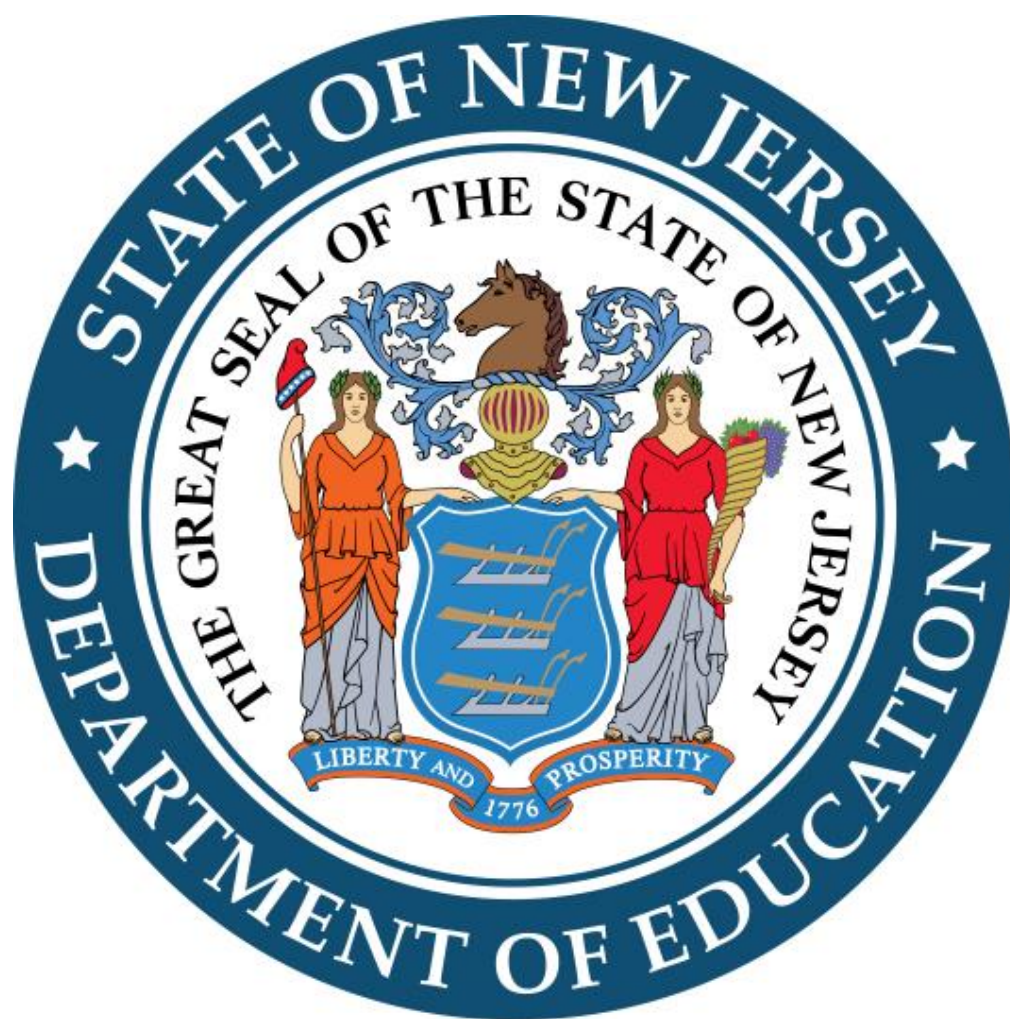


New Jersey Department of Education Statewide Assessment Outreach



Summary of Findings, Recommendations for Next Steps

Updated July 12, 2018

Executive Summary

Governor Phil Murphy has called on the New Jersey Department of Education (NJDOE) to transition away from the Partnership for Assessment of Readiness for College and Careers (PARCC) and to improve upon New Jersey's system of statewide assessments. This report describes the process of fulfilling that promise, driven by the NJDOE's guiding principles of maintaining high academic standards for all students and implementing education policies in an inclusive and collaborative manner.

In May and June of 2018, the NJDOE staff conducted its first phase of outreach. They worked with stakeholders to identify the changes that should be recommended or implemented immediately and to establish a clear direction for long-term improvements. During this time, NJDOE staff held approximately 75 in-person sessions, three live webinars, and heard from more than 2,300 students, teachers, school and district leaders, educational advocates, and community leaders.

The report provides an overview of the feedback received from these groups and, consequently, the immediate changes the NJDOE will recommend to the New Jersey State Board of Education or, as appropriate, implement directly. The report also details the state and federal requirements governing assessments so that policy-makers and stakeholders move toward the next generation of assessments with a collective understanding of the legal requirements and flexibilities. These requirements, along with the stakeholder priorities and values that were shared throughout the outreach process, will guide the next steps in building an assessment that provides valuable information for improving teaching and learning.

Based on past experiences, New Jersey's school communities have expressed the importance of a gradual roll-out and thoughtful implementation as New Jersey transitions to the next generation of statewide assessments. By making the transition in phases, we can ensure a smooth implementation in schools across the state and maintain compliance with current state and federal requirements.

Accordingly, there was a great deal of consensus on the following items:

- Reducing the amount of statewide testing in high school;
- Reducing the length of the test;
- Keeping our standards and assessment questions that require critical thinking;
- Making sure any changes are communicated clearly and with time for smooth implementation and professional development;
- Appreciation for keeping parents and teachers engaged in the process of the transition; and
- Reducing the weight in educator evaluation.

During outreach, the NJDOE learned the priorities of stakeholders across the state for the next generation of assessment in New Jersey. For instance, stakeholders have asked the NJDOE to explore various innovative assessment options while maintaining high academic standards. The NJDOE learned that there are still more complicated questions to be answered, which must be done collaboratively.

Over the 2018-19 school year, the NJDOE will form working groups to research and answer the complex questions that arose during the first phase of outreach, and then advise the Commissioner on viable solutions. More information on phase two will be available in the coming months.

Letter from the New Jersey Commissioner of Education

Fellow New Jersey Residents,

Staff at the Department of Education takes seriously our role in crafting and advancing our state’s educational standards to ensure students’ academic success. We also know that our work must be collaborative to be effective. Governor Phil Murphy has a vision for a stronger, fairer New Jersey, which means a focus on access and equity in statewide standardized testing, student growth and achievement. As such, the Governor asked that we transition away from PARCC and toward a new generation of statewide assessment.



People are passionate about this work: when children are involved, everyone has a stake and everyone deserves a seat at the table. To begin, my staff and I went on a listening tour across the state to ensure that we understood the scope of interest and that we moved forward having considered the needs of students, educators, and broader community members. In order to do this right, I knew that we would need to include the voices of all stakeholders in order to build the next generation assessment system by New Jersey, for New Jersey. We spoke to **2,363** interested residents. I was inspired by the thoughtfulness I witnessed from students, educators, parents, and broader community members across the state.

As I spoke to people across New Jersey about what they wanted to see in the next generation of assessment, I heard many distinct voices that recommended a deliberate and systematic transition that focuses on our students and educators, minimizes school-day disruption and provides useful data to administrators, teachers and parents.

As we move forward in this work, we need to keep the children of New Jersey as our “north star,” continually directing us toward the ultimate goals of academic strength and social justice through educational equity. This report details the Department’s findings and recommendations, as guided by the thousands of voices we heard across the state.

As we embark on the next phases of this journey to build the next generation of statewide assessment, I am reminded of Ghana’s first president, Dr. Kwame Nkrumah, who said, “forward ever, backward never.” Now that we have laid the foundation for a stronger and fairer assessment system in New Jersey, I look forward to continuing this work together to build a better system and a brighter future for the students of our great state.

Respectfully,

Commissioner Lamont O. Repollet, Ed.D.

Contents

I.	Introduction	5
II.	Assessment in New Jersey: Continually Evolving.....	6
III.	Requirements for Statewide Assessment.....	6
	Assessment Administration Requirements.....	7
	Assessment Quality Requirements	7
	New Federal Flexibilities	7
	Related Current Law	8
IV.	Phase I of Assessment Outreach Process	9
	Guiding Principles	9
	Commitments	9
	Process	10
	Community Comments about the Process	10
V.	Phase I: Heard Across New Jersey	10
	New Jersey Values	10
VI.	Short-term Next Steps	11
	Short-term Changes	11
	Recommended Changes to NJ State Board of Education	12
	Other Short-Term Changes	12
VII.	Long-term Next Steps	13
	Overview of Phase 2 of Outreach	13
VIII.	Conclusion.....	14
	Appendix A: Stakeholder Feedback	15



I. Introduction

New Jersey holds high educational expectations for every student, regardless of race, economic status, zip code, language or ability. New Jersey's educational standards demonstrate this value. New Jersey Student Learning Standards describe what students need to know across core content areas including math and English Language Arts, as well as the skills and knowledge that cut across content such as technology, life skills and career readiness.

The New Jersey Department of Education (NJDOE) has a legal and moral imperative to build a system of assessments that enables New Jersey residents, families, educators, and students to ensure every student is making meaningful growth toward grade-level standards. State assessments provide a limited but important snapshot of how different groups of students are performing academically. They also provide communities some information about whether districts are utilizing resources in a productive and equitable manner and are used with other measures to identify what schools and districts require additional support from the NJDOE. Most importantly, assessments provide critical information for enhancing curriculum, and improving teaching and learning in all schools.

Since the quality of the assessment directly impacts the validity of the decisions being made in the interest of students, New Jersey must continue to evolve its cycle of setting high standards and improving its local and statewide assessment systems so they can best inform education communities about their students' academic needs and progress.

In just the first phase of assessment outreach, Commissioner Lamont O. Repollet and his NJDOE staff traveled to over 70 different communities, all 21 counties, and heard from 2,363 New Jersey residents, including students, teachers, principals, administrative staff and community organizations.

This *Summary of Findings, Recommendations for Next Steps* report describes where the NJDOE is in its transition through the following parts:

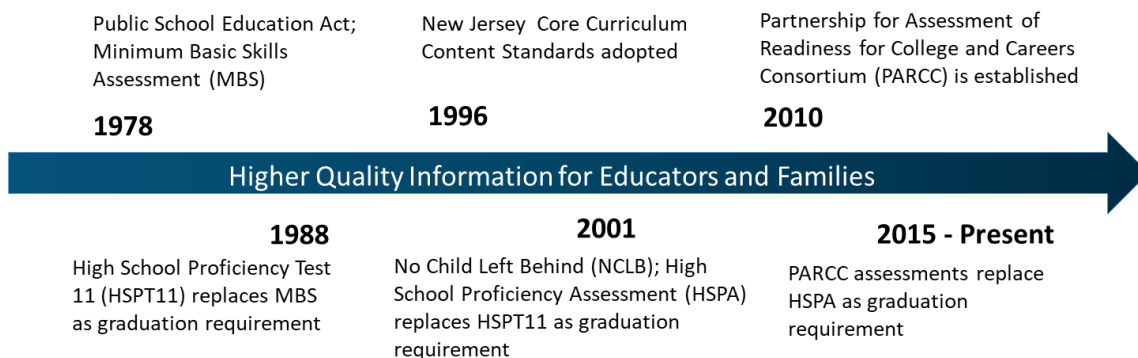
- Section II describes the historical context for this current transition to the next generation of assessments.
- Section III details the state and federal requirements governing assessments so that policy-makers and stakeholders move toward the next generation of assessments with a collective understanding of the legal requirements and flexibilities.
- Sections IV and V describe the NJDOE's commitment to maintaining a transparent and inclusive process and summarize the themes of the thousands of comments and recommendations shared with the NJDOE.
- Section VI provides an overview of the immediate changes the NJDOE will recommend to the New Jersey State Board of Education or, as appropriate, implement directly.
- Section VII includes NJDOE's commitment to the next phase of outreach throughout school year 2018-19. For this next phase of outreach, the NJDOE has committed to exploring any statewide assessment options that do not exceed the cost threshold and meet legal and quality requirements. The NJDOE commits to selecting an assessment system that is aligned with state standards in a way that provides the most helpful information to educators, schools, communities and the NJDOE about instruction, curriculum and the academic needs of students.
- The Appendix demonstrates the transparency of this outreach process as it details the consolidated responses of 2,363 individuals, heard throughout the state.

Governor Phil Murphy has made it clear that major education decisions affecting New Jersey students and communities must be made transparently and collaboratively with diverse stakeholders from across the state. Accordingly, as the state transitions away from PARCC, New Jersey's next generation assessment system will be built and designed collaboratively *for* New Jersey and *by* New Jersey.

II. Assessment in New Jersey: Continually Evolving

From 1978 until today, New Jersey has administered statewide assessments to gauge student learning. Since 1982, New Jersey has had an assessment requirement to earn a high school diploma. Over time, these assessments have become more rigorous and expansive, including essential reading, writing and mathematical concepts and providing richer information to districts, schools, and educators to better inform students and parents and to improve teaching and learning.

History of Statewide Assessment in New Jersey



Standards enable districts to develop a systemic approach to ensure that all students in New Jersey receive a high-quality education. Standards describe what students know and should be able to do, and standards-based assessments help ensure that students are making progress toward these learning objectives. A systematic and coherent approach to standards, standards-based assessment and instruction will play an important role in the development of the next generation of statewide assessment. Building the system collaboratively, with input from the people of New Jersey, will be critical to its success.



III. Requirements for Statewide Assessment

As New Jersey transitions to the next generation in assessments, the NJDOE must continue to follow federal and state laws. Under these laws,¹ states must administer assessments aligned to state standards so schools and the public know whether a student is performing at the student’s grade level.²

As a state education agency, it is the responsibility of the NJDOE to monitor and publicly report students’ progress toward meeting grade-level standards in certain grades and subjects.³ The NJDOE is also required to monitor the

¹ ESEA, section 1111(b)(2)(A)-(B); NJSA 18A:7C-1; NJAC 6A:8-4. 1 et seq.

² NJAC 6A:8-4.1 et seq.

³ NJSA 18A:7E-1 et seq.

academic progress of all students, including different student groups, so that it can best identify what schools require additional support and resources.⁴

Assessment Administration Requirements

Some federal assessment requirements under ESSA include:

- Grade-level assessments in **English language arts (ELA) and mathematics** must be given to all students in **grades 3 through 8, and once in high school**. New Jersey's current assessment program to meet this requirement is the Partnership for Assessment of Readiness for College and Careers (PARCC).
- **Science assessments** must be delivered to all students at least **once in elementary, middle and high school**. New Jersey administers the New Jersey Student Learning Assessment-Science (NJSLA-S) to meet this requirement.
- **English language learners** must be assessed **to demonstrate progress toward English language development**. New Jersey's current assessment program to meet this requirement is Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0).
- **Students with the most significant cognitive disabilities** for whom general state assessments are not appropriate, even with accommodations, **must also take a statewide assessment**. New Jersey's current assessment to meet this requirement is the Dynamic Learning Maps (DLM).

Assessment Quality Requirements

To meet federal accountability, any assessment a state administers must be aligned to state standards and the results must be valid, reliable, and comparable statewide.

To ensure results meet these criteria, all assessments are reviewed by the U.S. Department of Education through a peer review process, conducted by an external group comprised of educators and nationally recognized experts in the field of assessment. The peer review process requires each state to submit evidence demonstrating that its assessment system meets a set of established criteria, called critical elements. Critical elements include but are not limited to: alignment to standards, technical quality of the assessment, assessment validity and assessment reporting.

Each peer reviewer participates in developing recommendations for the U.S. Department of Education regarding whether the evidence submitted is sufficient to address each critical element. After reviewing a state's submission, the U.S. Department of Education provides feedback and a decision to the submitting state.

New Federal Flexibilities

As the NJDOE develops the next generation of assessment in partnership with educational stakeholders in New Jersey, deep consideration is being given to the new flexibilities states are afforded under the federal Every Student Succeeds Act (ESSA). States are capitalizing on new flexibilities with assessments to better meet the unique needs of their students, schools and districts. ESSA allows states to adopt innovative assessment practices such as the administration of computer-adaptive assessments at all grade levels.

Also, states may allow school districts to use a locally selected, nationally recognized assessment from a select menu of assessments that meet the state's standards. ESSA also allows a small number of states to design and pilot an innovative assessment system such as, but not limited to, a performance-based system or series of interim assessments throughout the year. For example, two states are offering locally selected, nationally recognized assessments at the high school level. Ohio allows districts a choice between SAT or ACT to fulfill their federal high school ELA assessment requirement. Oklahoma allows district choice between SAT or ACT to fulfill their college and career readiness assessment for both math and ELA.

⁴ ESEA, sections 1111(c)(4)(D), 1111(d) and 1111(h)

Seven states are using the Smarter Balanced computer-adaptive assessment as a Math and ELA assessment for grades 3-12, and another four states are using it for grades 3-8.⁵ New Hampshire's Performance Assessment for Competency (PACE) system is an example of an innovative assessment that has been piloted in the state since 2012 and is currently utilized in more than a dozen districts in the state. PACE combines locally-developed assessments and a performance task for each grade level that districts collaboratively develop; the assessment is supplemented with the Smarter Balanced assessment in elementary and middle school, and the SAT in 11th grade.⁶ Other districts in the state administer the New Hampshire Statewide Assessment System for ELA/writing and mathematics to students in grades 3 through 8 and the SAT in 11th grade. New Hampshire is still in the process of collecting evidence to ensure the reliability and validity of the score interpretations from PACE.

Related Current Law

Teacher and Leader Evaluation

Under state law, grades 4 through 8 English language arts teachers and grades 4 through 7 math teachers who have at least 20 students are assigned a median Student Growth Percentile (mSGP). This growth measure compares the change in a student's achievement over one year to that of all other students in the state who had similar historical results. In school years 2016-17 and 2017-18, the mSGP counted for 30 percent of the overall evaluation rating of teachers⁷ and school leaders including principals, vice principals and assistant principals who are eligible to be assigned an mSGP.⁸ The New Jersey Commissioner of Education has the authority to reduce the weight of the mSGP within teachers' and school leaders' evaluations.⁹

Graduation Requirements

Under state law, New Jersey's graduating high school classes have multiple pathways to meet graduation assessment requirements. In addition to the graduation pathways described below, districts may utilize the NJDOE's portfolio appeals process for any student. Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, follow the graduation requirements set forth in their IEPs¹⁰:

- **Classes of 2018 and 2019:** Students can meet graduation assessment requirements by: (1) achieving passing scores on high school level PARCC assessments; (2) achieving passing scores on alternative assessments such as the SAT, ACT, or Accuplacer; (3) utilizing the NJDOE's portfolio appeals process.
- **Class of 2020:** Students can meet graduation assessment requirements by: (1) passing the PARCC Algebra I and/or English language arts/literacy (ELA) grade 10 assessments; (2) sitting for all applicable PARCC assessments and achieve a passing score on an alternative assessment in ELA and/or math (options include the SAT, ACT, or Accuplacer, PARCC ELA 9, ELA 11, Geometry, or Algebra II); (3) utilizing the portfolio appeals process.
- **Classes of 2021 and Beyond:** Students can meet graduation assessments requirements by: (1) passing the PARCC Algebra 1 and English language arts/literacy (ELA) grade 10 assessments; (2) utilizing the portfolio appeals process.

⁵ California, Hawaii, Idaho, Oregon, South Dakota, Vermont, and Washington use the Smarter Balanced assessment in grades 3-12. Connecticut, Delaware, Montana and Nevada use the Smarter Balanced assessment in grades 3-8.

⁶ [50-State Comparison: State Summative Assessments](#)

⁷ For teachers to have an mSGP score, they must have 20 separate students with SGP scores, and students must be enrolled in a teacher's class for at least 70% of the year.

⁸ School leaders assigned to schools attended by more than 20 separate students who took the grade 4-8 language arts or grade 4-7 math assessment are eligible.

⁹ P.L.2012, c.26s

¹⁰ N.J.A.C. 6A:8-5.1et seq. *effective 2016*



IV. Phase I of Assessment Outreach Process

Guiding Principles

Stakeholder engagement is the cornerstone of building policy at the NJDOE. Community engagement, including the first phase of outreach around New Jersey’s next generation of assessments, is guided by the following principles:

- **Continuous Improvement:** The NJDOE’s staff is dedicated to engaging with practitioners and maintaining open lines of communication in order to continuously improve state policies and implementation and to better serve students.
- **Customer Service:** Part of the Commissioner’s “NJDOE 2.0” vision is strengthening public service through responsiveness and accommodation. This means having meaningful conversations with communities, where and when they are available, to the greatest extent possible. Stakeholders can submit feedback to NJDOE staff at a dedicated inbox and expect a response to any questions.
- **Transparency:** To honor the time invested by New Jersey’s parents, educators and community members, the NJDOE commits to providing information about how it gathers and responds to public feedback throughout the process.

Commitments

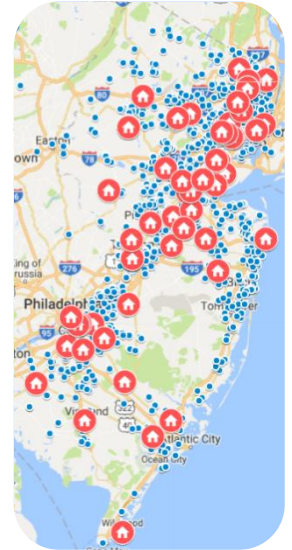
Guided by these principles, the NJDOE met the requests of New Jersey Communities in the following ways:

NJ Communities Asked To:	The NJDOE:
› Have conversations in the communities where stakeholders live and work, at times they are available, to ensure their voices are captured	› Hosted morning, afternoon and evening in-person sessions in over 50 unique locations throughout New Jersey to accommodate interested stakeholders
› Listen to as many diverse stakeholders as possible in anticipation of developing the next generation of statewide assessments	› Met with students, parents, educators, school leaders, civil rights groups, data and curriculum specialists, and those representing historically underserved student populations
› Ensure feedback is captured accurately and is considered when making decisions	› Shared all session notes with attendees and allowed them to amend as necessary. All stakeholder comments are shared publicly in the appendix of this document
› Offer alternative ways to submit feedback for those unable to travel	› Hosted three live webinars with a morning, afternoon and evening option, and maintained a dedicated inbox to receive feedback at any time

Process

The first phase of outreach involved conversations across the state to discuss what improvements should be made to the current assessment system. During this phase, the NJDOE:

- Held over **75 conversations** around the state, hosted by the NJDOE or community partners, not including live webinars for those unable to attend in-person sessions
- Met **in all 21 counties**
- Heard from a total of **2,363** of New Jersey residents, including students, teachers, principals, administrative staff, and community organizations, in every county
- Received **over 3,000** answers to the question, “what improvements would you like to see for the next generation of statewide assessments in New Jersey?”
- Traveled **5,700 miles** to accommodate stakeholders in every corner of the state



Community Comments about the Process

“The NJ Principals and Supervisors Association thanks Commissioner Repollet and his team for providing school leaders with the opportunity to weigh in on New Jersey’s next generation assessment system. As educational leaders, we appreciate the fact that this is the beginning of an ongoing, collaborative conversation to ensure that New Jersey’s next assessment will be part of a strong, aligned system focused on truly supporting student learning.”

- Patricia Wright, Executive Director, NJ Principals and Supervisors Association

“I just wanted to take a moment to thank you and members of the NJDOE for providing us with the opportunity to host one of many assessment presentations throughout the state ... I really appreciate DOE providing us with a seat at the table and the opportunity to be heard. The PowerPoint presentation and guided discussion generated lots of robust conversation and idea sharing. We look forward to seeing the results of these sessions and how they affect Phase 2.”

- Donzetta Thomas, NJ Parent-Teacher Association

“I just wanted to thank you for being a part of the dialogue that took place ... regarding the future of our state assessments. I really appreciated the opportunity to voice some of our ideas from "the trenches," and found a lot of value in learning more about the state's perspective.”

- Marc Cicchino, School Administrator



V. Phase I: Heard Across New Jersey

New Jersey Values

The NJDOE heard students, teachers, school administrators, testing coordinators, parents and community members describe what they value in high-quality assessment systems which includes, but is not limited to:¹¹

- **Timely, actionable data:** New Jersey communities want to be empowered with information to make the right choices for their children, classrooms, schools and districts. This means collecting data that educators can use to

¹¹ Please see Appendix: Stakeholder Feedback Index for complete list of comments

inform instruction, returning data to districts quickly, and ensuring parents have access to reports they can use to understand and support their child’s progress.

- **Shorter and more developmentally appropriate:** Shorter assessments reduce disruption to the day-to-day operations of schools and optimize instructional time. New Jersey communities also want to ensure the length of statewide assessment is developmentally appropriate for all students, including younger learners and students with diverse needs.
- **Accessible:** New Jersey communities want to ensure that students in need of the most supports, including ELLs, students with interrupted formal education, and students with diverse needs have assessment options that provide actionable data to ensure those students get the supports they need. New Jersey communities stressed the importance of eliminating assessment processes that frustrate and discourage students, and don’t provide useful information for improvement. This includes providing the accommodations students need to be successful, and ensure they can show their growth on the skills being assessed.
- **Fair and focused:** Stakeholders believed that the use of mSGP in teacher and leader evaluation should either be equitable across all teachers—not just those in tested subjects and grades—or should be removed from evaluation.
- **College and career ready:** For graduating high school students, New Jersey communities want an assessment that accurately reflects the skills and knowledge expected of someone who holds a New Jersey high school diploma. This means maintaining high standards, while ensuring students have access to diverse graduation pathways that reflect differentiated learning and postsecondary plans.
- **Smooth implementation:** New Jersey communities across the state stressed how important communication with the field is. The roll-out of a next generation assessment system, and the associated training and information sessions, need to be clearly communicated and widely publicized to include as many interested New Jersey residents in the process as possible. Information must also be timely, allowing districts opportunity to budget appropriately and to allow for the necessary professional learning.

VI. Short-term Next Steps

The following table explains how the NJDOE is working to prioritize what New Jersey residents value in a high-quality assessment system over the next two months and leading into the 2018-19 school year as Phase 1 of Assessment Outreach in New Jersey draws to an end. Long-term next steps can be found later in this document.

Short-term Changes

Topic	Short-term Next Steps
Streamline Graduation Requirements	<ul style="list-style-type: none"> - Recommend to New Jersey State Board of Education that graduation assessment requirements be simplified and reduced from six statewide assessments in high school to two: Algebra I and ELA 10. This is consistent with federal law, which requires students be assessed each year in grades 3 through 8 and once again in high school. - Recommend that the New Jersey State Board of Education retain, for the foreseeable future, the multiple graduation pathways currently available to the Class of 2019 so once students take the two required assessments but do not achieve a passing score, they have a menu of options such as achieving certain scores on assessments such as the SAT, ACT, Accuplacer.
Shorten assessments	<ul style="list-style-type: none"> - Reduce the length of the assessment for all grades by approximately 25 percent. - Maintain trend line and retain actionable data (i.e., ensuring the assessment provides usable information comparing year-to-year proficiency levels and student growth).
Ensure timely, actionable data	<ul style="list-style-type: none"> - Recommend to the New Jersey State Board of Education changes to regulation that would necessitate school districts providing data to educators and parents in a timely manner.

	- Support more frequent and sustained professional learning, webinars and tutorials on how to use existing data.
Clarify rules for high school English language learners	- Recommend the New Jersey State Board of Education allow first-year English Language Learners to substitute an NJDOE-approved English language proficiency test for the ELA 10 statewide assessment.
Reduce Impact on Teacher and Leader Evaluation	- Reduce the weight of mSGP in teacher and principal evaluation (additional information to be announced in coming months).

Recommended Changes to NJ State Board of Education

Streamline Graduation Requirements

The NJDOE is recommending to the State Board of Education a reduction of the number of required statewide assessments in high school, while maintaining multiple graduation pathways for the Class of 2020 and beyond. The NJDOE will maintain that student progress toward achieving ELA and math standards is assessed at least once in ELA and once in math in 10th grade, as per federal law (ESSA). Students will no longer be required to take Geometry, Algebra II, ELA 9 or 11 course-end statewide assessments under this recommendation. Stakeholders from around the state recommended reducing the number of assessments and maintaining the current list of substitute assessments for students who do not pass the state ELA and math tests.

By continuing to require students in the classes of 2020 and beyond to take the state ELA and math assessments, New Jersey is ensuring the state, schools and districts have important information about how all high school students are progressing toward meeting or exceeding state standards in Algebra I and ELA 10 and that New Jersey’s transition to the next generation of assessments results in as little disruption as possible.

Timely, Actionable Data

Stakeholders from across the state value feedback and receiving results from the state assessments as quickly as possible. As the state transitions to a next generation of assessments that provides quicker feedback, the NJDOE wants to ensure that districts are providing teachers, students, parents and communities with the information they need to inform instruction and to assess student progress toward achieving the New Jersey Student Learning standards. Currently, districts receive final schoolwide results, which can be accessed by staff for instructional purposes in June and July. However, some educators and parents are not receiving those results until much later in the year. The NJDOE is proposing changes in regulation to the State Board of Education that will result in timelier feedback on state assessments. In the proposed changes, district leaders will have 45 days to report assessment results to their board and then will have 45 days from receipt to ensure applicable student results are provided to students, parents, and teachers.

Clarified Rules for English Language Learners

The NJDOE is proposing to the New Jersey State Board of Education an extension of the rule allowing students in their first year in the U.S., to substitute a language proficiency test (i.e., ACCESS for ELLs) for the state ELA assessment. This rule is currently in place for elementary and middle school students, and the proposed change would extend the rule to include high school students. This change aligns state regulations surrounding English Learners to New Jersey’s Every Student Succeeds Act (ESSA) State Plan and the flexibilities now afforded in the federal law.

Other Short-Term Changes

Shorter Summative Assessment

While the NJDOE works with residents of New Jersey to develop the next generation of statewide assessment, the statewide assessment administered during the interim, beginning with next year, will be significantly shorter. The ELA and mathematics assessment will take a combined 6 hours¹² of testing time instead of the 2017-18 administration time

¹² Does not include ELA Field Testing.

of almost eight hours. The reduction in testing time will not impact the trend line comparing year-to-year proficiency levels and student growth that New Jersey has established over the last four years and will not significantly alter the data and score reports that districts currently receive.¹³

2018-19 Total Testing Time

All Grades	360 minutes ¹⁴
-------------------	---------------------------

PARCC: Total Testing Time at Each Grade Level, 2017-18

Grade 3	465 minutes
Grades 4-8	510 minutes
Grades 9-11	540 minutes

The shortened length of the assessment is made possible, in part, by the NJDOE’s partnership with New Meridian. New Meridian is a 501(c)(3) nonprofit organization located in Austin, Texas, which provides states with support in assessment design and development, technical expertise, and high-quality, research-validated test content. New Meridian was selected by competitive procurement to be the exclusive agent authorized to license test content owned by the Council of Chief State School Officers (CCSSO) and jointly developed by the former states that participated in the PARCC consortium.

New Jersey is partnering with New Meridian to provide and develop test items and technical design services that will enable the State to achieve the combined goals of quality, cost effectiveness and compliance. Through New Meridian, states are provided with access to high-quality, operationally ready test content with flexibility to design custom assessments to meet state-specific needs. By partnering with New Meridian and other states, New Jersey benefits from collective investment while maintaining independence of its own custom state testing programs.

VII. Long-term Next Steps

Overview of Phase 2 of Outreach

Beginning in summer 2018 and continuing through the 2018-19 school year, the NJDOE will advance the second phase of assessment outreach in New Jersey, focusing on the more complicated questions and issues with assessment construction and implementation that the NJDOE encountered during the Phase 1 listening tour.

Practitioner Working Groups: Questions

During outreach, stakeholders across the state shared their priorities for the next generation of assessment in New Jersey. It was also clear that there are complicated questions to answer – and the NJDOE cannot answer these questions alone. The NJDOE will convene **education practitioners and community members** as Working Groups to meet over the course of the 2018-19 school year to **answer some of the larger, more complicated questions** surrounding statewide assessment, including but not limited to:

- **Standards Alignment:** “How can the NJDOE best support districts in understanding the standards and using the assessment data to improve teaching and learning? Within New Jersey’s state standards, what are the most critical standards that should be assessed through district benchmarks and statewide summative assessments?”
- **Formative Assessments:** “What would effective statewide formative assessments look like? How would formative assessments influence the NJDOE’s connection to schools and districts in relation to determination of scope and sequence for curriculum?”
- **Data and Reporting Tools:** “How can the NJDOE best support districts and schools with the data that is received from the statewide assessment? What data would be most helpful and how should they receive it? What

¹³ Some of the sub-claims may be merged together since the shorter version will have fewer score points.

¹⁴ One third of districts will do a ninety minute ELA field test in addition to the 360 minute testing time.

information is important for parents and teachers to know about their students from the individual student reports?”

- **Graduation Requirements:** “What requirements would allow high students to effectively demonstrate that they are college and career ready?”
- **Culturally Relevant Assessments:** “How does the NJDOE ensure that statewide assessments are culturally and socio-economically relevant and accessible to students regardless of zip code or life experience?”
- **Performance-based Assessment:** “How does the NJDOE deliver valid and reliable performance-based assessment? What professional learning is necessary for a successful performance-based system?”
- **Communication and Roll-out:** “What training, communication and support is needed from the NJDOE to successfully transition to the next generation of assessment?”
- **Equitable access to technology:** “What local implementation issues exist? What do assistive technologies look like in the national landscape?”
- **Comprehensive High School Assessment:** “If the NJDOE were to move to a comprehensive assessment in high school, what should be included in a comprehensive assessment? What should be the format and structure of the assessment?”



VIII. Conclusion

As Governor Murphy and the NJDOE engage stakeholders across the state to build the next generation of assessment, the NJDOE recognizes the importance of making substantive changes now that reflect what stakeholders asked for, benefit students and educators, and streamline requirements for school districts. The next generation of assessment will maintain New Jersey’s high academic standards, and be developed through collaboration with stakeholders across the state.

Thank you to the many individuals who took time out of their schedules to collaborate with the NJDOE and to share their thoughts about statewide assessment in New Jersey. This is the first step toward building a more equitable system together.

Appendix A: Stakeholder Feedback

Across the state, NJDOE staff captured more than 3,000 responses to the question “what improvements would you like to see in the next generation of assessment in New Jersey?” More than 100 unique comments were heard at the meetings listed below. Each of these topics is either included in the package of changes set for the 2018-19 school year (such as reduction in the weight of mSGP in teacher evaluation or maintaining the current graduation pathways); or under consideration for the second phase of outreach. The NJDOE is unable to consider a small number of recommendations, which are also described below.

Short-term Considerations:

The comments in this section are connected to changes that will occur this summer for the 2018-19 school year. These will also be important considerations as the NJDOE look toward the next generation of assessment in New Jersey. To read more about the changes being made for the upcoming 2018-19 school year, or to see how stakeholder engagement is woven into the second phase of outreach, please look to Section VI of this document.

Long-term Considerations:

Many of the comments the NJDOE received require more conversations with parents, practitioners and experts to fully conceptualize what changes are necessary as the NJDOE transitions to a new assessment system in New Jersey. The comments below will be discussed during the 2018-19 school year through our Practitioner Working Group described in the previous section.

Not Under Consideration at This Time:

A few of the comments the NJDOE received at meetings are outside of the control of the NJDOE. These items are listed at the bottom of the index. Because the NJDOE is moving toward the next generation of assessment, it is currently not possible to use these comments in conversation during the second phase of outreach.

How to read the Stakeholder Feedback Index:

The Stakeholder Feedback Index is preceded by two legends: one for the collaboratives and one for the community meetings. The legends assign a number to each collaborative and to each community meeting. The Stakeholder Feedback index that follows is set up as a table: the first column restates the comment heard and the second column identifies where the comment was heard, by listing the number corresponding number to the relevant collaborative and/or community meeting, as identified in the ledgers.

Community Meetings:

1. American Federation of Teachers
2. Bergen County Association of School Administrators
3. Bridgewater-Raritan Public School District
4. Carteret Public Schools
5. East Windsor Public Schools
6. Essex County Civil Rights Coalition
7. Education Technology Consortium of South Jersey
8. Egg Harbor Township Public Schools
9. ESSA Accountability Group
10. Garden State Coalition of Schools
11. Hudson County Association of School Administrators
12. Highland Park Public Schools
13. Jackson Public Schools
14. Sussex/Warren Counties Superintendents
21. New Jersey Principals and Supervisors Association
22. New Jersey Parent Teacher Association of Cherry Hill
23. New Jersey Parent Teacher Association of Ocean Township
24. New Jersey Teachers of English as a Second Language/New Jersey Bilingual Association
25. Orange Public Schools
26. Passaic Public Schools
27. Paterson Education Fund
28. Piscataway Public Schools
29. Save Our Schools NJ (3 sessions)
30. South Jersey Data Leaders Partnership
31. Statewide Parent Advocacy Network

- | | |
|---|---|
| <ul style="list-style-type: none"> 15. Linden Public Schools 16. Long Branch Public Schools 17. New Jersey Council of County Vocational-Technical Schools and New Jersey Joint Council of County Special Services School Districts 18. Morris School District 19. New Jersey Association of School Librarians 20. New Jersey Education Association (6 sessions) | <ul style="list-style-type: none"> 32. Teach for America 33. Title One Community of Practitioners 34. Trenton Public Schools 35. Union City Public Schools 36. We Raise NJ 37. Wildwood Public Schools 38. Camden Community/New Jersey Charter Schools Association |
|---|---|

Collaboratives:

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Mercer County, 5/21 2. Mercer County, 5/24 3. Mercer County, 5/30 4. Atlantic County, 5/30 5. Mercer County, 5/31 6. Mercer County (2 sessions), 6/1 7. Gloucester County, 6/4 8. Middlesex County, 6/4 9. Monmouth County, 6/5 10. Essex County, 6/6 11. Mercer County, 6/13 12. Burlington County, 6/13 13. Middlesex County, 6/13 | <ul style="list-style-type: none"> 14. Atlantic County, 6/14 15. Essex County, 6/14 16. Online Collaborative, 6/18 17. Bergen County (6 sessions), 6/19 18. Essex County, 6/20 19. Mercer County, 6/20 20. Online Collaborative, 6/21 21. Online Collaborative, 6/22 22. Middlesex County, 6/26 23. Morris County, 6/26 24. Cumberland County, 6/27 25. Salem County, 6/27 26. Morris County, 6/28 |
|---|---|

Short-term Considerations

Recommendation	Heard at These Meetings
Improve reporting tools for students, parents and educators to include more granular student-level feedback and prescriptive information	Community Meeting(s): 1, 3, 4, 5, 7, 8, 9, 10, 12, 13, 15, 16, 17, 20, 21, 22, 23, 25, 26, 27, 29, 30, 31, 32, 34, 35, 36, 37 Collaborative(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 21, 23, 24, 26 8 Emails
Shorten the assessment	Community Meeting(s): 1, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38 Collaborative(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26 25 Emails
Provide the results of statewide assessment in a timely manner so students and educators can use results to improve instruction	Community Meeting(s): 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 33, 35 Collaborative(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 17, 19, 20, 21, 22, 23, 24, 26 10 Emails
Remove requirements for the assessment to be administered three times in high school in math and ELA and instead only require one assessment in high school	Community Meeting(s): 2, 3, 4, 5, 10, 12, 14, 17, 20, 21, 23, 24, 25, 27, 28, 30, 37 Collaborative(s): 1, 2, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25 18 Emails

Recommendation	Heard at These Meetings
Better communicate roll-out of the assessment and its purpose, and provide proper training and time for students, parents and educators around data analysis	Community Meeting(s): 2, 7, 8, 9, 10, 12, 14, 15, 17, 19, 21, 22, 25, 27, 30, 31, 33, 34, 36, 37, 38 Collaborative(s): 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 15, 17, 18, 19, 22, 23 8 Emails
Consider reducing/removing the percentage of mSGP that is connected to teacher and leader effectiveness in evaluation	Community Meeting(s): 2, 3, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 25, 29, 30, 32, 33, 35, 36, 37 Collaborative(s): 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 19, 20, 22, 23, 24, 25, 26 18 Emails
Provide necessary accommodations, differentiated options, and accessibility features	Community Meeting(s): 1, 2, 4, 5, 7, 8, 9, 10, 12, 14, 16, 17, 19, 20, 21, 22, 23, 24, 25, 29, 31, 36, 38 Collaborative(s): 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26 17 Emails
Retain multiple graduation pathways	Community Meeting(s): 1, 3, 10, 14, 16, 17, 18, 19, 21, 23, 24, 25, 27, 29, 30, 31, 37, 38 Collaborative(s): 3, 6, 7, 8, 9, 10, 11, 14, 16, 17, 19, 20, 21, 22, 23, 24, 25 14 Emails
Assessment should be aligned to the standards, curriculum and skills taught in the classroom	Community Meeting(s): 1, 2, 3, 5, 7, 8, 9, 14, 16, 17, 20, 21, 23, 25, 29, 32, 33, 34, 37, 38 Collaborative(s): 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 24, 26 6 Emails
Revisit requirements for English learners and students with interrupted formal education	Community Meeting(s): 1, 2, 3, 9, 14, 16, 21, 24, 30, 33 Collaborative(s): 6, 8, 9, 11, 12, 13, 15, 17, 19, 21, 24, 26 3 Emails
Continue and improve upon the practice of tracking student growth	Community Meeting(s): 1, 2, 8, 10, 13, 15, 16, 21, 23, 29, 31, 33, 34, 38 Collaborative(s): 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 25 3 Emails
Streamline expectations and lessen burdens on districts around assessment requirements and administration	Community Meeting(s): 7, 10, 14, 17, 21, 30, 36 Collaborative(s): 4, 9, 11, 17 3 Emails
Improve the cultural and social relevance of assessment	Community Meeting(s): 6, 9, 13, 18, 20, 21, 23, 25, 27, 31, 32, 33, 34, 36, 38 Collaborative(s): 2, 4, 6, 7, 9, 12, 13, 14, 15, 17, 23 3 Emails
Retain a computer-based assessment and testing platform	Community Meeting(s): 1, 4, 7, 13, 14, 16, 21, 25, 29, 30, 36 Collaborative(s): 3, 6, 9, 11, 12, 17, 19, 20, 22, 24 2 Emails
Provide districts with access to better resources and preparation materials for the assessment	Community Meeting(s): 3, 6, 14, 16, 20, 21, 22, 32, 34, 36, 38 Collaborative(s): 3, 7, 8, 10, 11, 14, 17, 18, 26 2 Emails

Recommendation	Heard at These Meetings
The assessment should provide better tools for students during the exam (improved calculator; annotation tools; etc.)	Community Meeting(s): 1, 3, 20, 21, 22, 23, 29 Collaborative(s): 3, 6, 8, 9, 12, 13, 14, 15, 17, 19, 23 4 Emails
Reduce the amount of testing that students are mandated to take	Community Meeting(s): 1, 4, 6, 9, 15, 17, 20, 21, 28, 29, 32, 34 Collaborative(s): 2, 4, 8, 9, 11, 12, 17, 18, 23
Allow the PARCC Algebra I assessment, when taken in eighth grade, to count as a graduation requirement	Community Meeting(s): 3, 21, 22, 33 Collaborative(s): 4, 24
Ensure that the next generation of assessment retains the longitudinal data trendline	Community Meeting(s): 2, 7, 10, 13, 21, 23, 29, 30 Collaborative(s): 6, 7, 17, 23 3 Emails
Increase transparency and communication around raw data, test items and use of the assessment	Community Meeting(s): 7, 20, 36 Collaborative(s): 1, 4, 6, 9, 13, 23 1 Email
Maintain/increase the rigor of the statewide assessment	Community Meeting(s): 10, 13, 16, 18, 21, 26, 29, 34 Collaborative(s): 4, 6, 11, 16, 17, 20 2 Emails
Improve district interactions with frontend and backend interface and with NJSmart system	Community Meeting(s): 7, 12, 17, 21, 22, 30 Collaborative(s): 9, 13, 15, 17, 19
Maintain a standardized, standards-based assessment	Community Meeting(s): 13, 16, 20, 21, 29, 37 Collaborative(s): 3, 9, 11, 14, 17 2 Emails
Change the name of the assessment/rebrand	Community Meeting(s): 21, 33 Collaborative(s): 7,8
Continue to not assess students below third grade	Community Meeting(s): 20
Provide more technical assistance to districts regarding administration of assessment and data management	Community Meeting(s): 17, 30, 33 Collaborative(s): 6,10 2 Emails

Long-term Considerations

Recommendation	Heard at These Meetings
Consider assessing students at their current level of mastery, as opposed to grade level, through a computer-adaptive assessment	Community Meeting(s): 1, 3, 5, 10, 11, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24, 25, 31, 33, 36, 38 Collaborative(s): 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 19, 20, 22, 23, 24, 25, 26 4 Emails
Consider a performance-based and/or portfolio-style statewide assessment	Community Meeting(s): 2, 3, 6, 9, 12, 13, 16, 17, 20, 21, 22, 23, 25, 27, 28, 29, 31, 32, 33, 35, 36, 38 Collaborative(s): 1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14, 15, 17, 19, 20, 21, 23, 24 8 Emails
Consider administering statewide formative or interim assessments and return actionable data throughout the year to adjust instruction	Community Meeting(s): 1, 2, 4, 5, 7, 8, 10, 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 25, 27, 28, 30, 32, 33, 35, 37, 38 Collaborative(s): 1, 2, 3, 4, 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26 2 Emails

Recommendation	Heard at These Meetings
Return to or offer the option of assessments delivered with paper and pencil	Community Meeting(s): 1, 3, 4, 6, 9, 10, 12, 13, 15, 20, 21, 22, 23, 24, 25, 26, 27, 29, 31, 32, 33 Collaborative(s): 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 21, 22, 23, 24, 25, 26 19 Emails
Remove statewide assessment as a graduation requirement	Community Meeting(s): 3, 5, 9, 12, 14, 17, 20, 21, 22, 29, 31, 37 Collaborative(s): 2, 3, 4, 6, 7, 9, 10, 13, 15, 17, 18, 25 22 Emails
Consider a more developmentally appropriate assessment system	Community Meeting(s): 8, 14, 17, 18, 20, 23, 24, 25, 28, 29, 33, 35, 38 Collaborative(s): 2, 3, 5, 7, 8, 9, 11, 13, 14, 15, 16, 17, 19, 21, 25, 26 15 Emails
Transition smoothly and deliberately toward any new assessment, providing necessary supports to districts and educators	Community Meeting(s): 2, 3, 7, 8, 9, 10, 17, 20, 21, 22, 23, 30, 36, 38 Collaborative(s): 3, 5, 6, 7, 8, 9, 10, 11, 17, 20, 22, 25 5 Emails
Make assessment more meaningful for students with connections to college admission process and college readiness	Community Meeting(s): 1, 2, 3, 10, 14, 15, 20, 21, 22, 23, 24, 25, 27, 28, 30, 31, 32, 34, 36 Collaborative(s): 4, 6, 8, 13, 15, 21, 24
Use PSAT, SAT or ACT for graduation requirement	Community Meeting(s): 1, 3, 4, 5, 6, 11, 13, 14, 17, 21, 22, 29, 30 Collaborative(s): 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 17, 19, 20, 22, 24 14 Emails
Allow for more local decision-making regarding how, when and who to assess and/or which assessment to use	Community Meeting(s): 1, 3, 4, 5, 7, 9, 10, 14, 20, 21, 22, 25, 29, 30, 33, 36 Collaborative(s): 2, 3, 5, 6, 7, 8, 9, 11, 12, 14, 17, 22, 23, 24, 25 2 Emails
Make assessment more meaningful for students by adding student choice and connections to student interests	Community Meeting(s): 2, 5, 6, 12, 13, 16, 19, 20, 21, 22, 27, 28, 33, 34, 36 Collaborative(s): 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 19
Transition to a single, comprehensive assessment in high school	Community Meeting(s): 6, 13, 14, 20, 21, 22, 23, 29, 30, 33, 37 Collaborative(s): 2, 3, 6, 7, 8, 9, 14, 17, 19, 21 4 Emails
Include more straightforward language and more variance in complexity of questions	Community Meeting(s): 3, 9, 10, 13, 18, 20, 26, 27, 28, 29, 30, 33 Collaborative(s): 1, 2, 3, 5, 8, 9, 10, 11, 13, 15, 17, 19, 24, 25, 26 3 Emails
Revisit scoring practices and passing scores for the assessment	Community Meeting(s): 21, 22, 34 Collaborative(s): 4, 5, 7, 8, 9, 11, 13, 15, 17, 19, 20, 22, 23, 26 2 Emails

Recommendation	Heard at These Meetings
Teachers and administrators should have more input in the development of the next generation of assessment	Community Meeting(s): 8, 15, 20, 25, 29 Collaborative(s): 4, 6, 8, 9, 10, 13, 14, 15, 17, 19, 24, 25 1 Email
Consider implementing what other states are doing (Massachusetts, New York, New Hampshire)	Community Meeting(s): 11, 13, 25, 29, 36, 38 Collaborative(s): 4, 7, 8, 10, 11, 12, 15, 17 2 Emails
Transition to a single, comprehensive assessment at each grade level	Community Meeting(s): 1, 4, 5, 15, 16, 17, 20, 21, 24, 29, 30, 32, 33, 35, 37, 38 Collaborative(s): 6, 14, 17, 20, 24 2 Emails
Increase/support technology at the district level	Community Meeting(s): 2, 13, 19, 22, 27, 34, 38 Collaborative(s): 2, 4, 6, 8, 9, 12, 13, 15, 16, 17, 18, 19, 25, 26 2 Emails
Meaningfully translate English Language Arts and math assessments into Spanish and other languages for culturally and linguistically diverse students	Community Meetings: 1, 16, 21, 24, 25, 33, 35 Collaborative(s): 8, 17 3 Email
Need to more meaningfully consider career readiness in graduation requirements	Community Meeting(s): 3, 17, 20, 26, 29, 30, 34, 36 Collaborative(s): 3, 5, 9, 10, 13, 15, 17, 19, 20, 22, 23, 24, 25, 26 1 Email
Provide supports to districts based on assessment results	Community Meeting(s): 2, 3, 21, 31, 32, 34, 36 Collaborative(s): 6, 7, 8, 12, 14
Improve administration of the assessment (proctoring; looking at screens; time of day; students being able to leave the room)	Community Meeting(s): 7, 9, 17, 19, 21, 22, 27, 28, 29, 30, 33 Collaborative(s): 8, 17, 25 1 Email
Revisit the purpose of statewide assessment in New Jersey and use it to guide next steps	Community Meeting(s): 3, 9, 14, 20, 22, 29, 31 Collaborative(s): 9, 10, 11, 20, 22 1 Email
Provide more guidance for how and when standards should be taught throughout year	Community Meetings: 2, 34, 36 Collaborative(s): 6, 9, 17, 18, 21, 26
Return to a minimum basic skills assessment for high school graduation	Community Meeting(s): 3, 5, 12, 20, 29, 33, 34, 37 Collaborative(s): 7, 8, 10, 13, 15, 17, 22 1 Email
Writing prompts should be clear, specific and assess different types of writing	Community Meeting(s): 22, 25 Collaborative(s): 6, 9, 11, 13, 14, 15, 17 3 Emails
Consider multiple intelligences and different learning styles when building the next generation of assessment	Community Meeting(s): 1, 7, 20, 23, 29, 36, 38 Collaborative(s): 2, 3, 14 1 Email
Remove time constraints on assessment	Community Meeting(s): 1, 5, 6, 11, 15 Collaborative(s): 4, 8, 11, 19 2 Email
Reimagine the process for students who need to re-take statewide assessment, as well as the portfolio appeals process, which are currently not meeting the needs of students	Community Meeting(s): 1, 2, 17, 21, 36 Collaborative(s): 3, 4, 9, 20, 22, 24 2 Emails

Recommendation	Heard at These Meetings
Consider an assessment for students that are not eligible to take the Dynamic Learning Maps but cannot access grade-level PARCC assessments	Community Meeting(s): 14, 17, 25, 30 Collaborative(s): 2, 4, 13, 17
Remove the statewide science assessment as a requirement	5 Emails
The tie between mSGP and teacher and leader evaluation should be fair and consistent across all teachers and leaders	Community Meeting(s): 21, 30 Collaborative(s): 4, 6, 19, 22
Certified teachers and other qualified professionals should score the assessment	Community Meeting(s): 20, 25 Collaborative(s): 11, 17
Consider embedding more opportunities for students to practice typing	Community Meeting(s): 4, 6 Collaborative(s): 8
Consider sampling students rather than testing all students every year	Community Meeting(s): 9, 15 Collaborative(s): 10 1 Email
Commit to a longer-term assessment as to be the least disruptive to students	Community Meeting(s): 14, 32 Collaborative(s): 17, 18 1 Email
Consider adopting a free online calculator instead of the current calculator tool	Collaborative(s): 4 2 Emails
Consider end of course assessments for high school	Community Meeting(s): 15, 29 Collaborative(s): 8, 14
Determine an alternative testing option for students who are medically or emotionally vulnerable	Community Meeting(s): 21, 30 Collaborative(s): 8, 17
Focus on select core standards in the assessment	Community Meeting(s): 28, 31 Collaborative(s): 7
mSGP should only be calculated for specific groups of students	Community Meeting(s): 30 Collaborative(s): 7
Base the next generation of assessment on universal design principles	Community Meeting(s): 31, 34 Collaborative(s): 9 1 Email
Allow partial credit for multi-part questions	Community Meeting(s): 20 Collaborative(s): 8, 14, 17
Shorten the assessment administration window	Community Meeting(s): 4, 5, 10, 20, 21, 27, 28, 30, 34 Collaborative(s): 8, 11, 19, 21
Move the assessment administration window to earlier in the year	Community Meeting(s): 3, 4, 25, 28, 31, 33
Move the assessment administration window to later in the year	Community Meeting(s): 1, 2, 13, 16, 20, 22, 25, 28, 30, 33, 34 Collaborative(s): 2, 4, 5, 6, 8, 9, 10, 11, 12, 17, 19, 23 6 Emails
Standardize administration of the assessment across the state so that it is delivered on the same day and same time in every school	Community Meeting(s): 7, 14, 21, 30 Collaborative(s): 2, 6, 9
Lengthen the assessment administration window	1 Email
Child Study Team members should be mandated to attend assessment trainings	Community Meeting(s): 7
Consider an internationally-accepted assessment	Community Meeting(s): 24, 38 Collaborative(s): 11
Do not return to paper and pencil	Community Meeting(s): 22

Recommendation	Heard at These Meetings
Do not use Algebra 1 as the graduation requirement for math	Collaborative(s): 5 Community Meeting(s): 21, 34 Collaborative(s): 1, 7, 23 2 Email
Standardize the form of the assessment that is given to all students in a grade	Community Meeting(s): 8, 12 Collaborative(s): 4, 9, 11 1 Email
Provide breakfast for students before the assessment	Community Meeting(s): 6 1 Email
Provide funding to districts to support assessment in New Jersey	Community Meeting(s): 17, 20, 21, 31 Collaborative(s): 15, 17
Remove intervening layer of evidence statements between standards and assessment so that the test is aligned directly to the standards	Collaborative(s): 6, 7
As you build the next generation of assessment, consider student privacy issues in connection to the student data that is collected and shared.	Community Meeting(s): 20, 29 Collaborative(s): 5
Students should be assessed in a comfortable environment	Community Meeting(s): 16, 27, 33
Continue to engage with parents as the state builds the next generation of assessment	Community Meeting(s): 36
Incorporate creativity into the test	Community Meeting(s): 19, 20, 31 Collaborative(s): 17
New Jersey should develop our own assessment	Community Meetings: 29 Collaborative(s): 3, 23 1 Email
Use statewide assessment to hold students accountable	Community Meetings: 1, 3, 21, 23, 29, 36 Collaborative(s): 7, 8, 13, 14, 15, 17 2 Emails
Develop a national assessment system	Community Meeting(s): 20 Collaborative(s): 11
Simplify the content and administration of the Dynamic Learning Maps assessment	Community Meetings: 14 Collaborative(s): 20, 22
Do not use the SAT for graduation requirement	Community Meeting(s): 21 1 Email
Retain the Dynamic Learning Maps assessment for students with special needs	Community Meeting(s): 17
Ensure that all teachers are trained for the subjects they are teaching	Community Meeting(s): 20 Collaborative(s): 3
Transition to an assessment that is less punitive for students and educators	Community Meeting(s): 4, 9, 10, 11, 12, 16, 17, 20, 21, 29, 31, 36, 37 Collaborative(s): 5, 9, 11, 13, 15, 16, 17, 21, 24, 25, 26 1 Email
One assessment should not guide the special services a student receives at the school level	Community Meeting(s): 4
Consider utilizing the science assessment format for math and ELA assessments	Collaborative(s): 12
Consider using an assessment that is already created as the statewide assessment in New Jersey	Community Meeting(s): 12, 29 Collaborative(s): 9

Recommendation	Heard at These Meetings
Find a better way to gauge student social and emotional learning	Community Meeting(s): 1, 20, 29, 36 Collaborative(s): 6, 9, 12, 17, 18, 21 1 Email
Ensure that student rosters and mSGP of students is transparent	Community Meeting(s): 36
Move away from the Dynamic Learning Maps assessment for students with special needs	Community Meeting(s): 14, 17 Collaborative(s): 11
mSGP should not be connected to PARCC scores	Community Meeting(s): 23
Offer a menu of assessments for all grade levels	Community Meeting(s): 25
Provide companion standards for science and social studies	Community Meeting(s): 30
Use AP tests as an alternative to the statewide science assessment	Community Meeting(s): 28
Provide more guidance around shared-time vocational students regarding assessment administration	Community Meeting(s): 17
Use data from statewide assessment each year to focus the next year's supports	Community Meeting(s): 15 Collaborative(s): 23

Not Considering at This Time

The NJDOE received a few comments through email and at various meetings that it cannot implement in the next generation of assessment. Please see those comments and responses below.

Recommendation	Heard at These Meetings	Rationale for Not Considering at This Time
Retain the assessment in its current form	Community Meeting(s): 4, 5, 13, 33 Collaborative(s): 7, 9, 19, 23 5 Emails	Answering the call from Governor Murphy, the NJDOE is moving away from PARCC and toward the next generation of assessment.
Seek opportunities to change federal requirements for testing	Community Meeting(s): 14, 23, 27, 31, 33 Collaborative(s): 16 7 Emails	As a state agency, the NJDOE does not have the ability to influence laws at the federal level.
Develop a statewide policy around refusals/opt outs	Community Meeting(s): 3, 4 Collaborative(s): 5, 17, 21, 23 3 Emails	This is an issue that falls under local control and is an issue to be raised at the district level.
Do not compare districts across the state	Community Meeting(s): 20 Collaborative(s): 7	As a state agency, the NJDOE has a responsibility to compare districts across the state to provide supports to districts that need it.