

NJAMSL Agenda Virtual Meeting
October 25, 2021
9 AM to 12 Noon Eastern Time

[Link](#) to Zoom Meeting

[Link](#) to Recording

I. [Attendance Sheet](#)

Upon arrival in the Zoom, all members were requested to sign the attendance form. A member asked in the chat for the process to pay dues and Eric shared that dues are made payable to NJAMSL and to mail a check to him at 4 Teal Ct Sewell NJ 08080

II. [Approval of Spring 2021 Minutes](#)

Motion by: Kim Tucker

Second by: Sarah Kaeli

There were no questions from members regarding the minutes. The minutes were unanimously approved.

III. Presentation by Gilbert Gonzalez, Director, Office of Assessments, New Jersey Department of Education.

Mr. Gonzalez was unable to attend, so Eric provided an opportunity for our group to ask questions of Gilbert: [Questions](#)

Eric also discussed the Start Strong assessments. A discussion ensued as to the option of the NJDOE using the Start Strong assessments moving forward.

A member discussed accessing the results and stated that reporting groups need to be established. The process can be found [here](#). Without reporting groups, teachers cannot see the results.

Ideas of how to use the data were also discussed as well as the usability and validity of the results for individual students. Eric discussed the possibility of using aggregate data. Stephenie discussed using the results to identify missing prerequisite skills. One member added that she used the overall data to identify weak skills within the district, and another discussed using the data to build prerequisite knowledge. One member stated the need to teach test taking strategies as students forgot how to complete a multiple select problem. One member in the chat revealed that they used a [coherence map](#) to identify prerequisite standards and topics.

A concern was mentioned regarding the algebra assessment covering grade 8 standards and the issue with students coming from grade 7. Many members discussed this concern.

Regarding this year's student portfolios, a question arose regarding the submission of student portfolios and the difficulty in getting answers from the NJDOE. County offices were discussed as a means to get the information.

Eric discussed the inability to receive any information regarding the new HS graduation assessment which will be given in the spring for the class of 2022. The only information currently available from the NJDOE indicates that the assessment is based on Algebra 1 and Geometry content and students must sit for the assessment to

be able to access the alternative pathway. This second tenet excludes this year's seniors. Motivation of students who have a test of record was then discussed and will be brought to the NJDOE.

A member questioned if there would be new cut scores for future classes as only the scores for the class of 2022 were [released](#). Which led Eric to discuss the history of the state assessment and the law surrounding it. The federal law states students must be tested in grades 3-8 and once in high school. We could use the new assessment as the federal requirement, but NJ uses the grade 9 assessment to fulfill this requirement. Additionally, NJ has a requirement for a test of record in grade 11 as a high school graduation requirement. Members questioned why the graduation requirement does not fulfill the federal requirement.

Stephenie questioned if our organization is ready to advocate for our group's beliefs regarding assessment. Eric asked if a subcommittee wished to address this issue. A discussion then ensued. Eric shared [bullet points](#) from an article reflecting the research on high school graduation results. He added that only eleven states have a graduation test as the research is clear regarding the ill effects of an exit test. Stephenie discussed NY's alternative, a PBL alternative and Eric shared the [link](#). Eric discussed the process for developing a subcommittee to draft a white paper.

Motion to form subcommittee: Kim Tucker

Second by: Balvir Singh

There were no questions from members regarding the formation of a subcommittee, and the decision to move forward was unanimously approved. Here is a [link to](#) a draft of their work. Additional members interested in joining can email Claire Keller: ckeller@bloomfield.k12.nj.us The process moving forward for the subcommittee was then discussed. The subcommittee will draft a white paper and brings it back to the larger group for feedback.

Eric completed the discussion by clarifying the questions for the NJDOE and ensuring the members that the questions would be sent to Gilbert Gonzales.

IV. Breakout Groups –

Prior to breakout, A discussion ensued using a Data Science course as a replacement for algebra 2. One member shared the need to get it approved by the NCAA. One member mentioned using statistics as a third year in math. Eric shared a link to an NCTM [article](#) he wrote. Other members discussed the feasibility of using data science as a course for juniors and then take algebra 2 as a senior. Eric then discussed alternate pathways to graduation. Stephenie discussed her district's approach to improving the math sequence for students not attending college. Eric discussed the state of California's use of an Introduction to Data Science course as a replacement for Algebra 2. Eric shared the UCLA Introduction to Data Science [course](#) and another member shared YouCubed's [course](#).

A member questioned Rowan's use of entrance exams and Eric outlined the new criteria.

Members then joined the following breakout groups and notes from the groups are [Here](#):

- a. High School Math Pathways discussion
- b. Assessment Subcommittee
- c. Peter Liljedahl's work on Building Thinking Classrooms
- d. Elementary discussion

After the breakout sessions ended, a representative from each group summarized the discussion from each group.

V. Next Meeting: TBD

Eric discussed the difficulty in scheduling Gilbert for this meeting and the possibility of an additional meeting in November if Gilbert is available.

Meeting adjourned at 11:20

Motion to end the meeting: Kim Tucker

Second by: Jacquelyn Caliente