



State of New Jersey
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December 13, 2016

TO: Chief School Administrators
Charter School and Renaissance School Project Leads

FROM: Laura Morana, Acting Chief Academic Officer
Division of Academics

Donald Mitchell, Chief Performance Officer
Division of Talent and Performance

SUBJECT: Portfolio Appeals Process for Students Who Have Not Met Their Assessment
Graduation Requirement

This memo describes the 2017 portfolio appeals process for students scheduled to graduate in spring 2017 and who have not met the assessment graduation requirement. Please review this memo and share with appropriate district staff.

The portfolio submission process will begin on Monday, January 9, 2017. To prevent students who may have passed the appeals process from missing graduation ceremonies, the New Jersey Department of Education (NJDOE) requests that districts post-mark or hand-deliver appeals by **Friday, May 12, 2017**. Appeals post-marked after that date will still be reviewed and scored; however, the NJDOE cannot ensure the results will be returned to the district in time for the student to participate in spring 2017 graduation ceremonies. Districts will be notified of their *NJDOE Portfolio Appeals* decisions by email on a rolling basis.

Districts should take time to review the portfolio appeals process and begin creating the *Educational Proficiency Plan* (EPP) and Constructed-Response Tasks (CRTs), which are two of the primary documents of the appeals package. The NJDOE has posted online an [electronic version of the EPP](#).

Districts that have students who are on track to meet all their graduation requirements except their assessment requirement by the spring 2017 can file a portfolio appeal that consists of:

- An Education Proficiency Plan that includes student transcripts;

- Performance on Partnership for Assessment of Readiness for College and Careers (PARCC) and/or substitute competency assessments; and
- Interventions provided to the student to ensure he/she met the graduation requirement.

The portfolio appeal must also include Constructed-Response Tasks (CRT) in the subject areas in which the student is deficient: mathematics and/or English Language Arts/Literacy (ELA/L). The CRTs need to ensure the student can demonstrate core mathematical and ELA/L competencies that are equivalent to the expectations of the substitute competency assessments. Below are the requirements for the CRTs in mathematics and English Language Arts/Literacy.

To ensure your district’s NJDOE Portfolio Appeals decisions are emailed in a timely manner, each student’s Portfolio Appeal must include:

1. Completed *general* [Portfolio Appeals Cover Sheet](#);
2. **Educational Proficiency Plan (EPP)** (*N.J.A.C. 6A:8-4(c-d)*) and;
3. Specified quantity and quality of **student’s graded work samples for each content area including a content specific cover sheet for Math or ELA/L** (links are below).

Mathematics

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in mathematics. A student may do this by demonstrating alternative classroom work evidencing the mathematical practices aligned to the high school mathematics content areas. Each of the content areas encompasses knowledge and skills articulated in *New Jersey’s Student Learning Standards*.

A student appeal must include one *graded, open-ended response* student work sample for four out of the five mathematical content areas. **Each** work sample must use one of the two mathematical practice categories described below to show evidence of the mathematical practices; therefore, each student portfolio must contain four CRTs: one CRT aligned to four out of five content areas below. Each CRT must have at least three available points and a student must receive two out of three points to be considered “proficient.” At least two points of the CRT needs to be based on reasoning and/or modeling, and the other point on computation. A CRT that is scored based solely on computation will not be accepted, as a student cannot be considered “proficient” based on computation alone. In order to get a two or higher, students need to demonstrate their ability to reason and/or model mathematics.

The Two Mathematical Practices to be Evidenced

- I. **Expressing Mathematical Reasoning:** Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.
 - Base explanations and reasoning on knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry content areas.
- II. **Modeling:** Apply knowledge and skills to solve real-world problems, engaging particularly in the Modeling practice and, where appropriate, making sense and persevering to solve them; reasoning abstractly and quantitatively; using appropriate tools strategically; and making use of structure.

- Solve multi-step contextual problems requiring application of knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry content areas.

For further guidance, review the [Informational Guide for Mathematics Portfolio Appeals Process](#) document (**the mathematics cover sheet** is included at the end of this document).

English Language Arts/Literacy

For a student to earn a New Jersey high school diploma, he or she must demonstrate proficiency in English Language Arts/Literacy (ELA/L). A student may do this by demonstrating alternative classroom work aligned to the content categories as described below:

- Two grade level passages (one literature and one informational) and associated items that demonstrate a student’s comprehension (i.e., multiple-choice items and short constructed responses to open-ended questions)
- Writing that includes at least two of the three types required by New Jersey’s Student Learning Standards (informational/explanatory, argument, narrative)
- Writing should be scored using the [PARCC rubric](#).

Districts should use PARCC practice items and released items as examples of the kinds of questions that need to be included, but **may not** use the actual items for their appeals. Questions should require students to demonstrate their understanding by identifying evidence from the texts.

For further guidance, review the [Informational Guide for English Language Arts/Literacy Portfolio Appeals Process](#) document (**the ELA/L cover sheet** is a separate document that is available online).

New Jersey Department of Education (NJDOE) Portfolio Appeal Submission

Send the NJDOE Portfolio Appeals to Faye Ball at the following address:

NJDOE Portfolio Appeals
Dr. Faye Ball, Portfolio Appeals Coordinator, Office of Assessments
New Jersey Department of Education, P.O. Box 500
Trenton, New Jersey 08625-0500

Districts may also hand-deliver their NJDOE Portfolio Appeals to:

NJDOE Portfolio Appeals
New Jersey Department of Education, Building 100
Riverview Plaza, Route 29, Trenton, New Jersey 08625

For questions regarding the NJDOE Portfolio Appeals process, contact Dr. Faye Ball, portfolio appeals coordinator, at (609) 984-1970 or faye.ball@doe.state.nj.us.

LM/DM/JBH

c: Members, State Board of Education
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