



# AMTNJ News

Association of Mathematics Teachers of New Jersey / 856-358-4373

## Special Edition

March 2009

### Proposed NJCCS Changes Shock Mathematics Educators

The state department shocked mathematics educators across the state when they released the mathematics standards on February 5, 2009. During the past year, the New Jersey Department of Education has been engaged in revisiting and revising standards in all content areas. A small writing team, selected by the Department of Education, worked for a year to develop a new version of the math standards, incorporating the comments of numerous teachers, administrators, and professors. However, the draft of the standards released by the New Jersey Department of Education have been severely

compromised from the draft prepared by the writing team and consists largely of cumulative progress indicators (CPIs) that are lifted verbatim from a few other state standards (primarily Indiana and California) and that do not fit in with the rest of the document or connect to the surrounding CPIs or grade-level expectations. Although some of the individual changes might in themselves be reasonable, as a whole they produce a random collage. Thus it is not surprising that the balance, rigor, consistency, coherence, and continuity of the standards have disappeared.

*"...the balance, rigor, consistency, coherence and continuity of standards has disappeared."*

The following side-by-side examples illustrate some of the concerns. (*The illustrations are all drawn from the standard on Number and Numerical Operations at the elementary level; similar examples can be drawn from all standards at all grade levels.*)

#### Decreased emphasis on conceptual understanding

December version (writing team)	February version
a. Construct, use, and explain efficient and accurate pencil-and-paper procedures for multiplying two-digit numbers by one-digit numbers. (Grade 3)	a. Use a standard algorithm to multiply numbers up to 100 by numbers up to 10, using relevant properties of the number system. (Grade 4)
b. Develop and apply number theory concepts (primes, factors, multiples) in problem solving situations. (Grade 5)	b. Use factors and multiples to write equivalent forms of common fractions. (Grade 5)

#### Arbitrary changes of grade level

December version (writing team)	February version
Subtracting 2-digit numbers with regrouping in Grade 2	Moved from Grade 2 to Grade 3
Multiply 2-digit numbers by 1-digit numbers in Grade 3	Moved from Grade 3 to Grade 4
Divide 3-digit numbers by 1-digit numbers in Grade 4	Moved from Grade 4 to Grade 5
Operations with integers in Grade 7	Moved from Grade 7 to Grade 6
Negative exponents in high school	Moved from high school to Grade 8

*The above information is taken from the Concerned Mathematics Educators of New Jersey's website.*

For more information visit: <http://sites.google.com/site/cmeofnj>

# What I Can Do?

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1. Visit the website and review the new **NJCC Math draft standards** until April 5, 2009 at:  
<http://www.nj.gov/education/aps/cccs/2009/>
2. Send your comments and suggestions to **The Office of Academic Standards** via the survey monkey web site at:  
<http://tinyurl.com/standeval>
3. Add your name to the *Concerned Mathematics Educators of NJ* website by clicking on **HOW YOU CAN JOIN US** at:  
<http://sites.google.com/site/cmeofnj>

*We are hopeful that our voices will be heard and a compromise might be reached.*

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