New Jersey Student Learning Assessments (NJSLA)

English Language Arts

Mathematics

Science

Score Interpretation Guide For Educators

Spring 2022

State of New Jersey
Department of Education

New Jersey Student Learning Assessments

Score Interpretation Guide

For Educators

New Jersey State Department of Education

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2022

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Part 1: Introduction and Overview of Assessment Program

1.1 Background

The New Jersey Student Learning Assessments for English Language Arts (NJSLA–ELA), Mathematics (NJSLA–M), and Science (NJSLA–S) measure how well students meet the New Jersey Student Learning Standards (NJSLS). The NJSLS define what students are expected to learn in each content area. They are the foundation on which districts build curriculum and plan instruction to prepare each New Jersey student with knowledge and skills needed for success. The data from the NJSLA and from students' daily interactions with teachers, as well as from their performance on teacher and district[1]-developed assessments, combine to provide a complete picture of student achievement.

1.2 New Jersey Student Learning Assessments

The spring 2022 NJSLA were administered to students in grade 3 through high school. The NJSLA–ELA focused on reading and comprehending a range of sufficiently complex texts independently and writing effectively when using and/or analyzing sources. The NJSLA–M focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In grades 5, 8, and 11, the NJSLA–S measured student proficiency in scientific and engineering practices in the context of crosscutting concepts and disciplinary core ideas. In all content areas, students demonstrated their acquired skills and knowledge by answering selected-response items and constructed response items.

1.3 Test Security

While this Score Interpretation Guide does not include test material, the importance of keeping test material secure throughout the testing process cannot be overstated. Consequently, test security measures are reprinted here to ensure that they are fully understood and appreciated.

Test administrators, proctors, and other school personnel generally should not have access to and may not discuss or disclose any test items before, during, or after the test administration. All district and school personnel, including personnel not directly involved in administering the test, should be informed of the security procedures prior to the test administration.

1.4 Confidentiality of Scores

Score reports are made available online to both school districts and parents and guardians and require a password to access. Individual student performance results are confidential and may be released only in accordance with a variety of federal laws as presently amended: The 1946 Richard B. Russell National School Lunch Program Act, 1974 Family Educational Rights and Privacy Act (FERPA), and 1975 Individuals with Disabilities Education Act. Districts are required to report test results to their boards of education and the public within 60 days of receiving test

[1] The word, district, can also refer to Charter or Renaissance schools.

reports. However, in the reporting of group assessment information, data must be suppressed when it would be possible to infer the performance of individual students. To read additional material on the US Department of Education (USDOE) comprehensive security policy and procedures, please see the USDOE Student Privacy Policy page.

In practice, it is common to suppress numbers where the group size is less than ten and to suppress totals when it is possible to calculate back to the results of two students. Precautions are also taken when it is possible to infer individual information because all the students in a district, school, or population group fall into a category or to a level that has negative connotations associated with it. Suppressed numbers are replaced by other characters (the New Jersey Department of Education, NJDOE, uses asterisks) to safeguard confidentiality. Whenever any data suppression measures are employed, a statement is needed explaining that it was done to protect student confidentiality. To find more information on access to public records, please see the Citizens Guide to OPRA.

1.5 Types of Scores on the NJSLA Score Reports

There are two types of score reports: Student level reports and Aggregate reports.

Student performance on the NJSLA is described on the individual student report using scale scores, performance levels, and reporting categories. State, district, and school average results are included in relevant sections of the report to help parents and guardians understand how their student's performance compares to standards. In some instances, a note will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

Aggregate reports show the results of multiple students in the same school or district. These reports may show average scale scores or the distribution of performance levels across the entire school or within a group. Out-of-residence or out-of-district students appear only on aggregate reports for their accountable schools or districts, which may not be where they are actually tested.

1.5.1 Scale Scores

Not all students respond to exactly the same set of items on the test, so instead of reporting students' raw scores (the actual points earned on test items), scale scores are used to report student performance for the NJSLA. A scale score is calculated from the raw score (that is, the total number of points a student earned on the test as a whole), using a predetermined mathematical algorithm, to permit legitimate and meaningful comparisons over time. This allows for an accurate comparison across different versions of a test or across different administration years within the same grade or subject and content area. As such, they provide the best generalized information about overall performance.

For example, a student who earns an overall scale score of 800 on one version of the grade 8 mathematics assessment would be expected to earn an overall scale score within an error range on any other form of the grade 8 mathematics assessment. Furthermore, the student's

overall scale score and level of mastery of concepts and skills would be comparable to that of a student who took the same assessment the previous year or the following year and earned a scale score of 800.

Different scale scores are reported for the NJSLA:

Overall scale scores: For both English language arts (ELA) and Mathematics (math), scale scores range from 650 to 850 for all grades.

Reporting category scale scores: ELA reports provide separate scale scores for both Reading and Writing for all grades.

- Reading scale scores range from 10 to 90.
- Writing scale scores range from 10 to 60.

The overall scale scores in science range from 100 to 300. For more information on scale scores, please see **Section 5.0**, Frequently Asked Questions.

1.5.2 Performance Levels

Based on test results, a student's performance is categorized into performance levels. Grade-appropriate Performance Level Descriptors (PLDs) translate these performance levels into words. They describe the knowledge, skills, and practices that students should know and be able to demonstrate at each of the performance levels. PLDs for ELA and math are available at the New Jersey Assessments Resource Center. PLDs for Science appear on the ISRs and in Appendix B of this document.

There are five performance levels in ELA and math and four levels in science. They are calculated separately for each subject, and one cannot generalize from one subject to another.

1.5.3 Subscores

In addition to scale scores and performance levels, the score reports also show various subscores. The subscores are not given as specific numbers, but rather as graphical representations which indicate how the student performed. Each content area has different terminology for the groups of standards that the subscores are applied to. Subscores are described for each content area in **Parts 2-4**.

1.6 How to Use this Guide

This Score Interpretation Guide (SIG) provides a broad range of detailed information about the interpretation and use of results from the spring 2022 administration of the New Jersey Student Learning Assessments in English Language Arts (NJSLA–ELA), Mathematics (NJSLA–M) and Science (NJSLA–S). While the SIG is a public document, it is organized as a resource for administrators and other school personnel who need to understand and discuss the score reports with others, such as parents and guardians, districts, or the media. This guide provides information on the individual student reports, school reports, and district reports provided for the NJSLA.

The NJSLA are part of an ongoing system of activities that provide evidence related to student learning. Further examination of a student's knowledge and skill should include the student's whole profile. Decisions about appropriate instructional placement should be based on an examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

Please note that reports with fictitious data appear in this guide for illustrative purposes only; they are provided to show the basic layout of the reports and the information they provide. The sample reports do not include actual data from any test administration.

This guide contains the following parts:

- Part 2: English Language Arts Assessment
- Part 3: Mathematics Assessment
- Part 4: Science Assessment
- Part 5: Frequently Asked Questions

Part 2: English Language Arts Assessment

2.1 Individual Student Report (ISR)

The New Jersey Student Learning Standards for English Language Arts (NJSLA–ELA) assessments emphasize the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources. Reading and writing are referred to as major claims, with subclaims pertaining to the different aspects of each of the two major claims.

The Individual Student Reports (ISRs) provide data that may be used to help identify student strengths and needs. The NJSLA–ELA divides students into five performance levels.

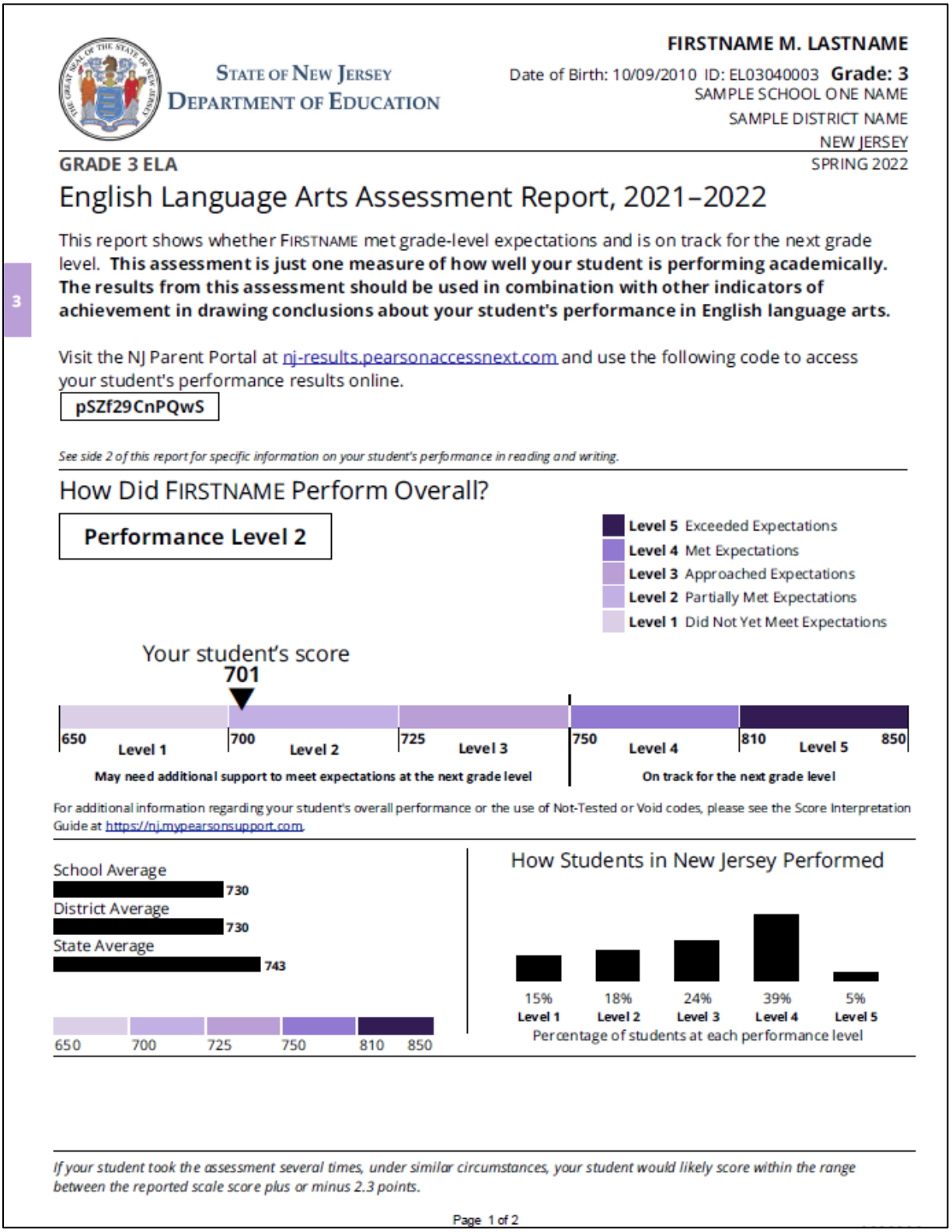
Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. The five performance levels for the NJSLA–ELA include the following.

- Level 5: Exceeded Expectations
- Level 4: Met Expectations
- Level 3: Approached Expectations
- Level 2: Partially Met Expectations
- Level 1: Did Not Yet Meet Expectations

Students performing at Levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

The ISR, a sample of which is depicted in Figures 2 and 3, is a two-sided report which presents a student's scale score and performance level, indicating their overall performance on the NJSLA–ELA and the extent to which they meet or do not meet the state standards. The ISR also provides more specific information on the student's performance with respect to the major categories of Reading and Writing and subclaims discussed in **Section 2.1.3**. When applicable, the ISR also indicates why a student does not receive a scale score. A description of the different components of the ISR follows.

Figure 1. Sample ISR – ELA page 1



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME
Date of Birth: 10/09/2010 ID: EL03040003 **Grade: 3**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2022

GRADE 3 ELA

English Language Arts Assessment Report, 2021–2022

3

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in English language arts.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

pSZf29CnPQwS

See side 2 of this report for specific information on your student's performance in reading and writing.

How Did FIRSTNAME Perform Overall?

Performance Level 2

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

Your student's score
701

650 **Level 1** 700 **Level 2** 725 **Level 3** 750 **Level 4** 810 **Level 5** 850

May need additional support to meet expectations at the next grade level
On track for the next grade level

For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at https://nj.mypearsonsupport.com.

School Average **730**
District Average **730**
State Average **743**

650 700 725 750 810 850

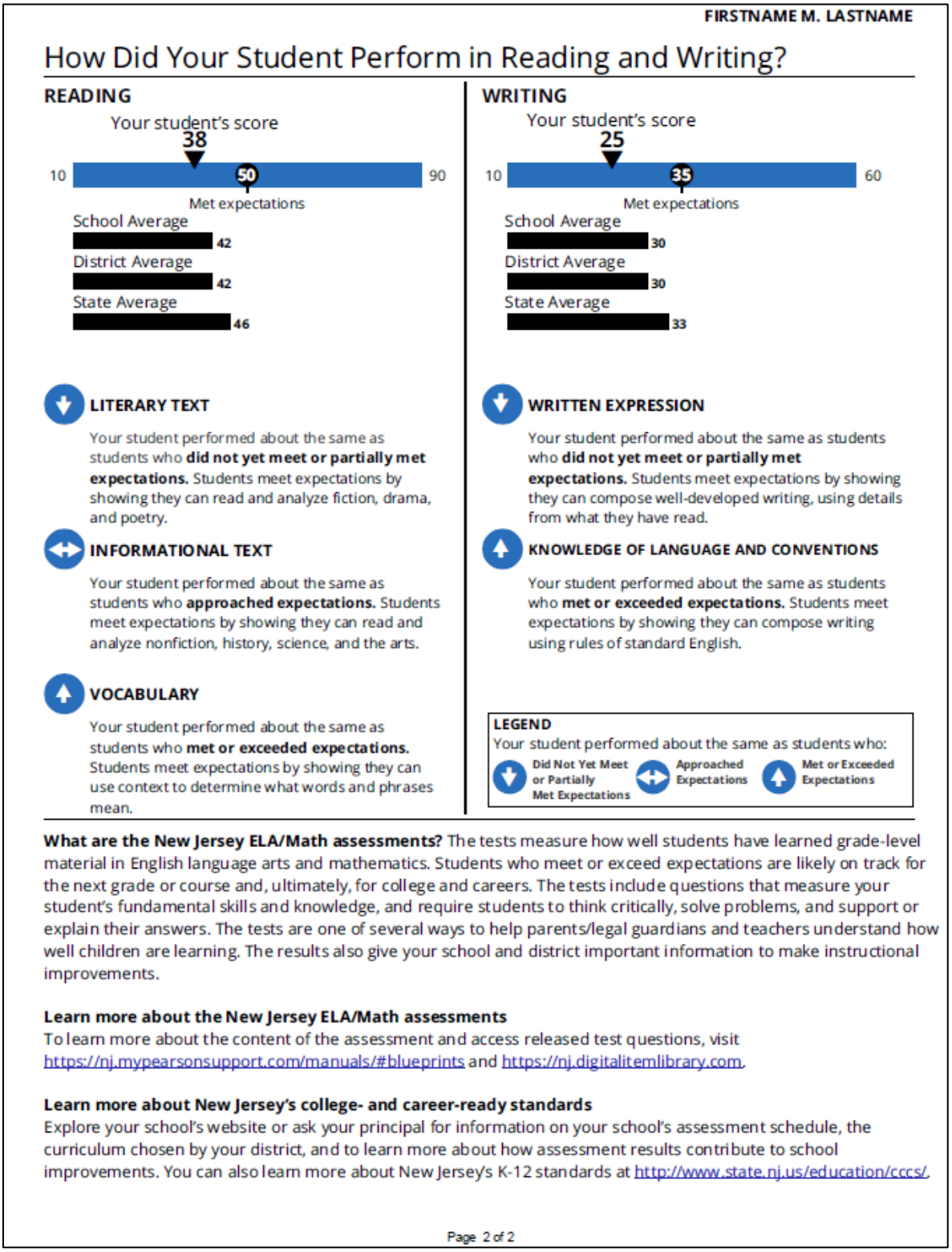
How Students in New Jersey Performed

15% **Level 1**
18% **Level 2**
24% **Level 3**
39% **Level 4**
5% **Level 5**

Percentage of students at each performance level

If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 2.3 points.

Figure 2. Sample ISR – ELA page 2



FIRSTNAME M. LASTNAME

How Did Your Student Perform in Reading and Writing?

READING

Your student's score

38

10 — 50 — 90

Met expectations

School Average 42

District Average 42

State Average 46

WRITING

Your student's score

25

10 — 35 — 60

Met expectations

School Average 30

District Average 30

State Average 33

LITERARY TEXT

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your student performed about the same as students who **approached expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITTEN EXPRESSION

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE OF LANGUAGE AND CONVENTIONS

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your student performed about the same as students who:

Did Not Yet Meet or Partially Met Expectations | Approached Expectations | Met or Exceeded Expectations

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments

To learn more about the content of the assessment and access released test questions, visit https://nj.mypearsonsupport.com/manuals/#blueprints and https://nj.digitalitemlibrary.com.

Learn more about New Jersey's college- and career-ready standards

Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

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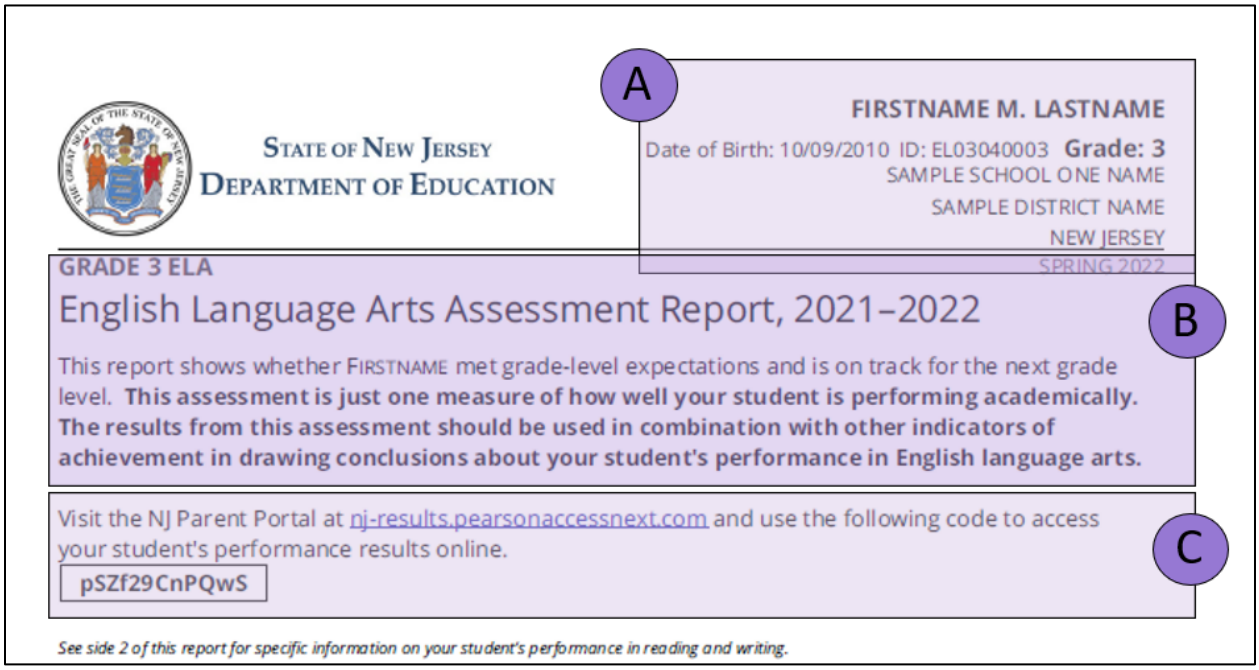
2.1.1 General Information

Figure 3. ISR – ELA Sections A–C



A. Identification Information

The upper right area of this section provides identification information about the student (i.e., name, date of birth, student identification number, grade), the school, the district, the state, and the assessment year.

B. Description of Report

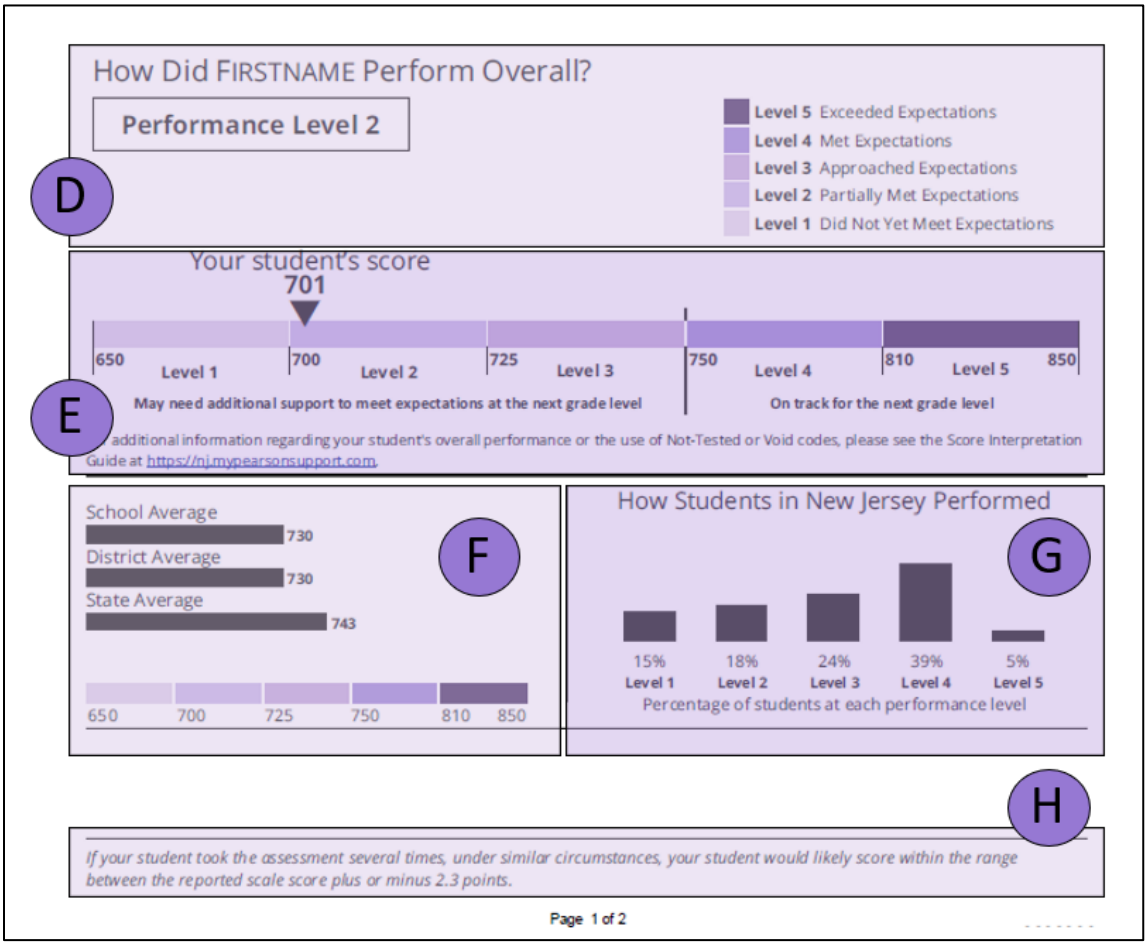
To the left below the identification information, the description of the report provides the grade level/course assessed, content area (ELA) assessed, and assessment year. It also provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

The Parent Portal can be used by parents and guardians to view individual student test results. They will use the code printed on the ISR to access their students' results online.

2.1.2 Overall Assessment Scores

Figure 4. ISR – ELA Sections D–H



D. Scale Score and Performance Level
Section D identifies the student's performance level (refer to **Section 1.5.2**). Students receive an overall scale score, and based on that score, are placed in one of five performance levels.

E. Graphical Representation of Overall Performance: Scale Score and Performance Level
This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach performance level varies. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

F. Average of School, District, and State
The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale

score to the average overall scale score of students at the school, district, and state levels for the same grade level/course and content area.

G. Performance Level Percentages

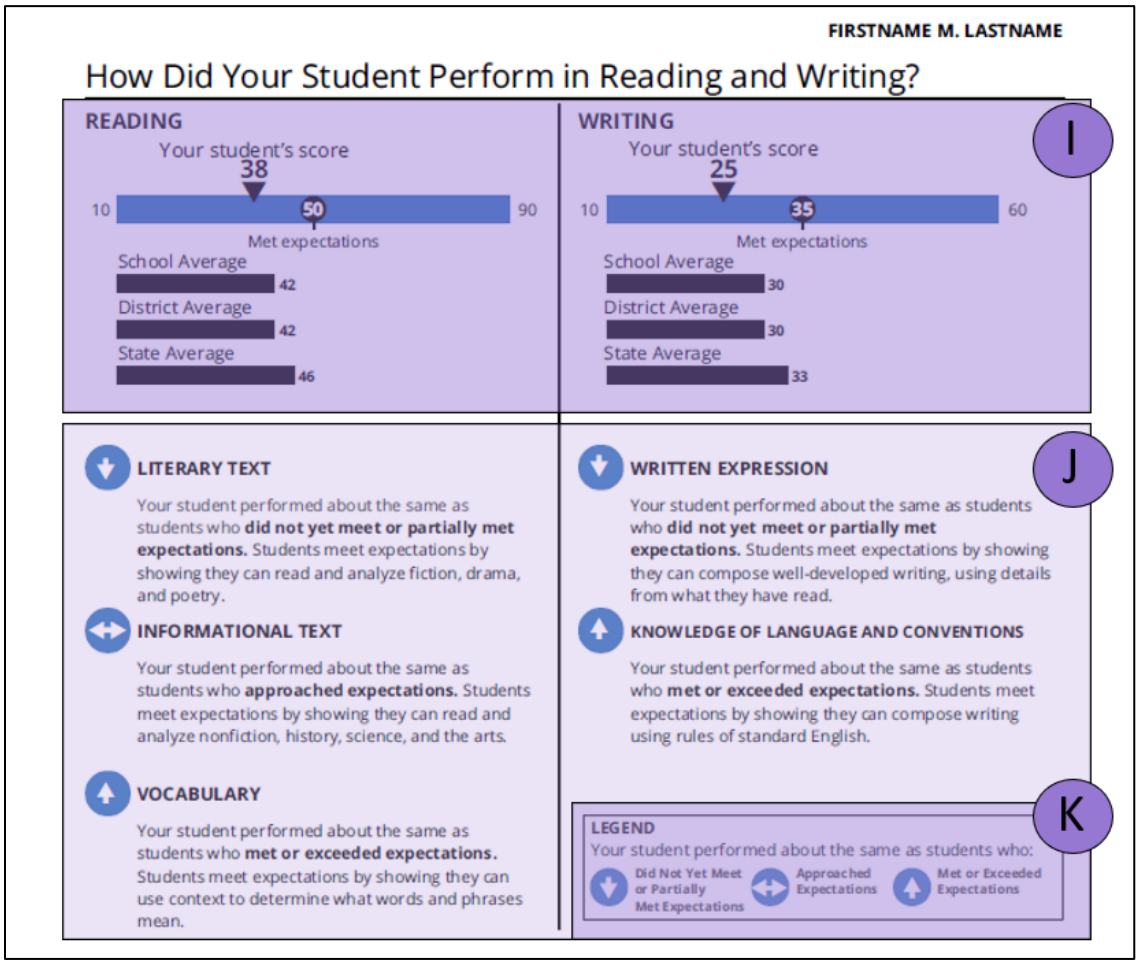
This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

H. Probable Range

No test provides a perfect measurement of proficiency for a student. The standard error of measurement (SEM) provides an estimate of the score range that a student would likely fall within if the student were assessed multiple times under similar circumstances for the same subject. The probable range can be obtained by adding and subtracting the SEM from the scale score (range = scale score ± SEM). The student's score would likely fall within that range about two-thirds of the time.

2.1.3 Performance in Reporting Categories

Figure 5. ISR – ELA Sections I–K



I. Performance by Reporting Category Scale Score

It can be useful to look beyond a student's overall performance on ELA to determine progress in Reading and Writing, as important differences between these two components may not be revealed in the overall ELA score. Students receive a scale score for each reporting category of Reading and Writing. Note that Reading and Writing scale scores (refer to **Section 1.5.1**) are on scales different from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. Reading category scale scores range from 10 to 90 and Writing category scale scores range from 10 to 60.

A student needs to reach a scale score of 50 to be categorized as "Met Expectations" in reading. For writing, a student needs to reach a scale score of 35 to be categorized as "Met Expectations."

J. Subclaim Categories

Within each reporting category for ELA are specific skill sets (subclaims) students demonstrate on the NJSLA–ELA. Each subclaim category includes the header identifying the subclaim and an explanatory icon representing the student's performance and provides an explanation of what students can do to be considered as having met the expectations of the subclaim.

Note, the scoring for the subclaim category of Written Expression is weighted by a multiplier of 3. The weighting for the Written Expression traits is meant to increase their contribution to the overall ELA score without adding to the length of the assessment with additional items.

K. Description of Performance Indicator Graphics

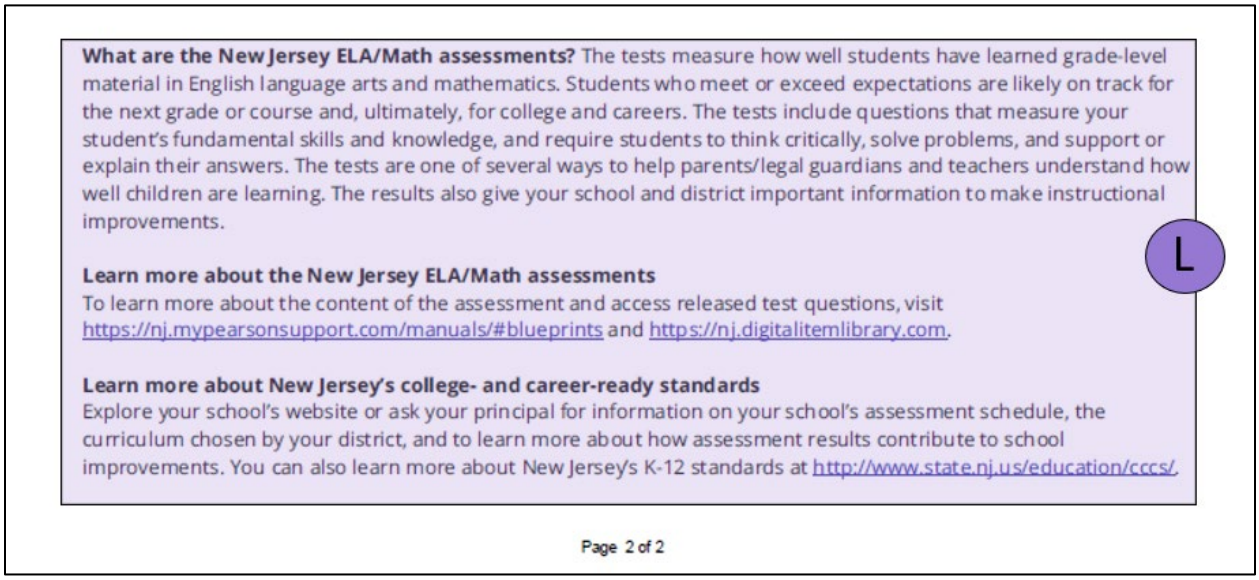
The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance with respect to expectations. These symbols indicate how the student performed in each subclaim area relative to overall student performance:

An up arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Met or Exceeded Expectations" category.

A bidirectional arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Approached Expectations" category.

A down arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Did Not Yet Meet or Partially Met Expectations" category.

Figure 6. ISR – ELA Section L



What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

L

Learn more about the New Jersey ELA/Math assessments
To learn more about the content of the assessment and access released test questions, visit https://nj.mypearsonsupport.com/manuals/#blueprints and https://nj.digitalitemlibrary.com.

Learn more about New Jersey's college- and career-ready standards
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

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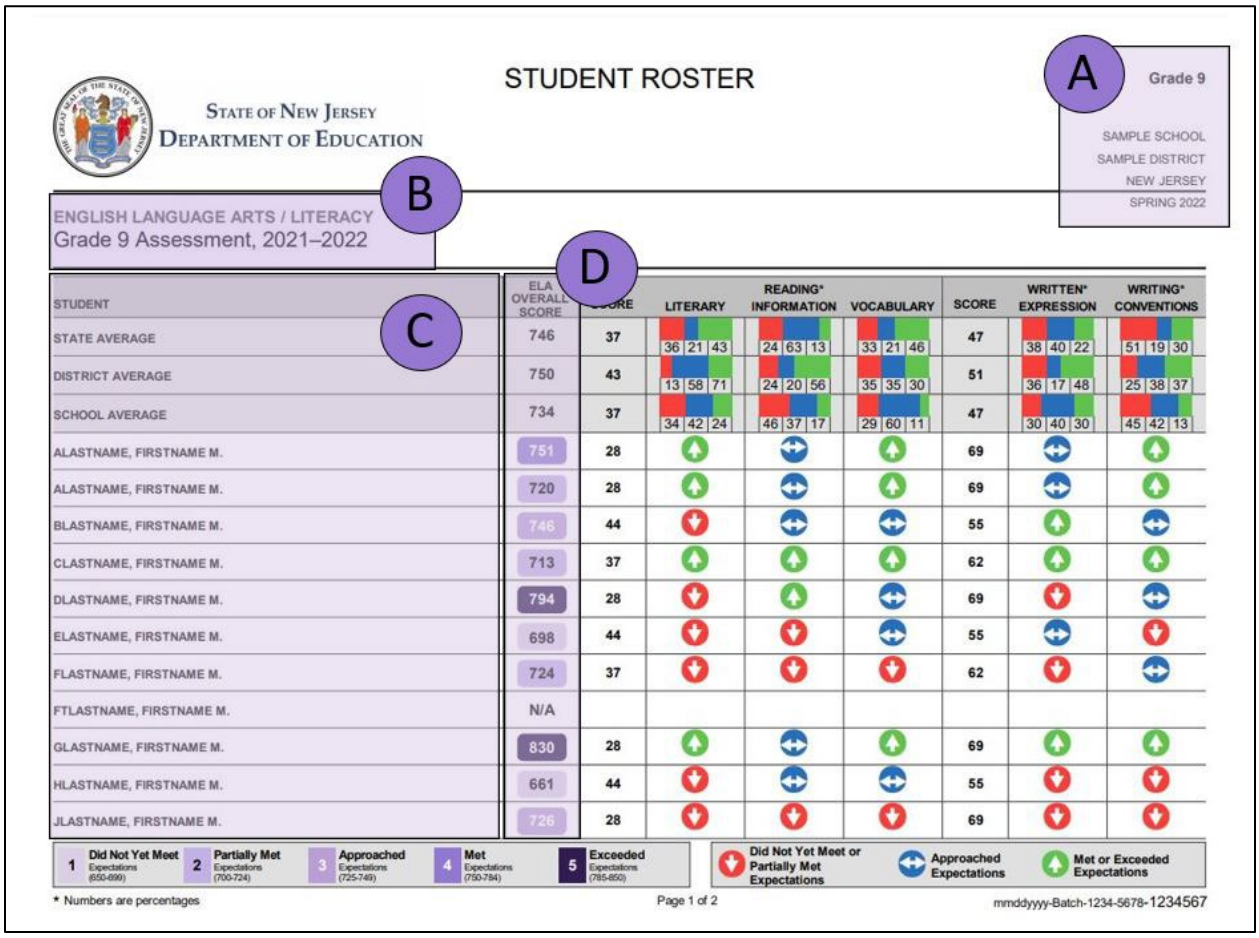
L. Additional Information

Section L of the ISR provides additional information such as a brief description of the NJSLA–ELA assessments. In addition, students and their parents and guardians are encouraged to learn more about the assessment and associated standards by referencing appropriate weblinks.

2.2 Student Roster Report

The Student Roster is produced at the school level to provide a method of reviewing the test results of all students within a given school. Figure 7 provides a sample Student Roster, and a description of the various components of the report follows.

Figure 7. Student Roster – ELA Sections A–D



A. Identification Information

Student Roster Reports list the grade level, school name, district name, and state, and identifies the assessment year.

B. Assessment Information

This section provides the name of the assessment, identifies the content area (ELA), and reiterates the grade level.

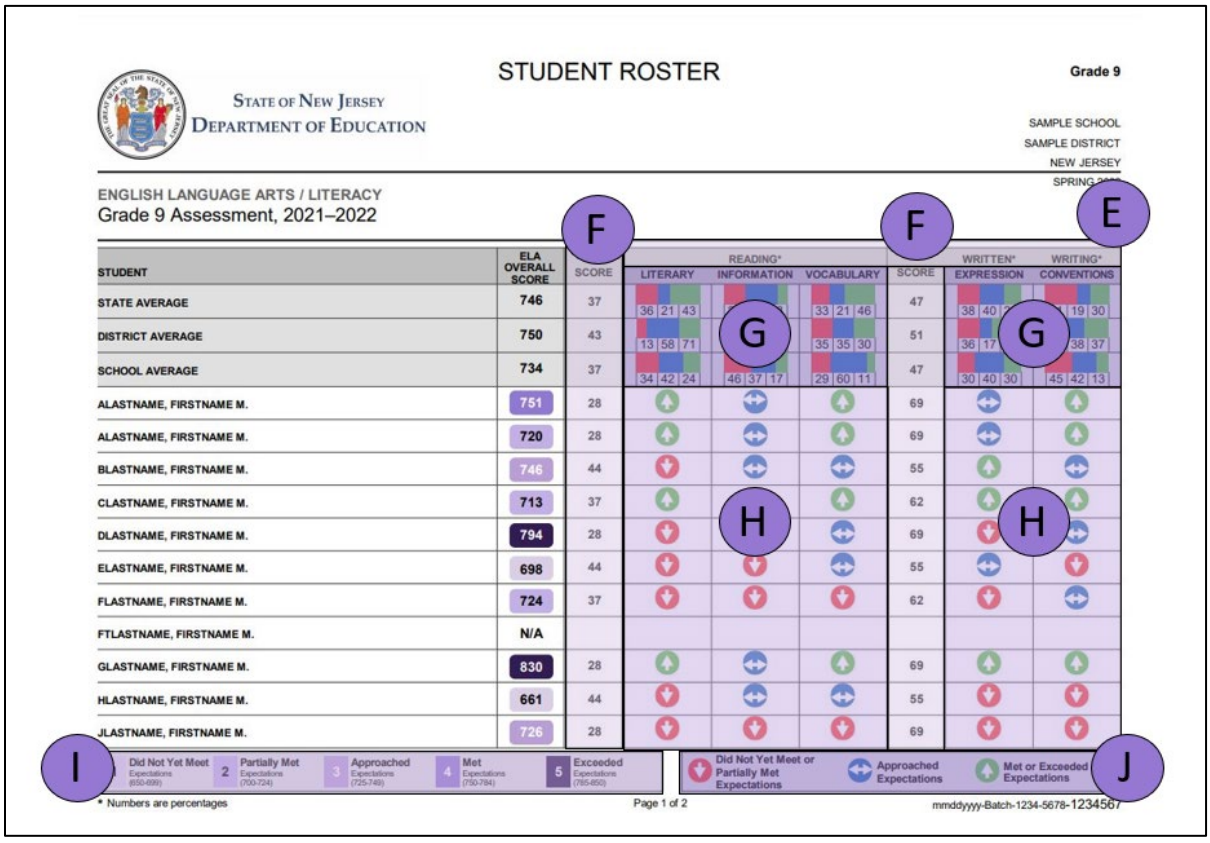
C. Roster of Students

The far-left column of the Student Roster Report identifies the state, the district, and the school before alphabetically listing each student's name. Date of birth, Special Education classification, and English Language Learner status are shown.

D. Scale Score

In this column of the report the first three rows contain the average scale score for the state, district, and school followed by the student's overall scale score and performance level. Students receive a numerical score, and based on that score, are placed in one of five performance levels. Performance levels are indicated by the color highlighting behind the number. Refer to Section I, "Description of Performance Level Graphics," to identify the color key. (Instead of individual scale scores, some students are designated as being Not Tested or Void. Please see Frequently Asked Questions for an explanation of these categories.)

Figure 8. Student Roster – ELA Sections E–J



E. Reporting Category

For ELA, there are two reporting categories, Reading and Writing.

F. Performance by Reporting Category Scale Score

For ELA, student performance for the reporting categories, Reading and Writing are provided as scale scores (refer to **Section 1.5.1**) on a scale different from the overall ELA scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. The Reporting Category scale score appears in each category under the heading "SCORE."

Important to the NJSLA–ELA is the ability to compare student performance to a variety of reference points. By reviewing each column, student scores can quickly be compared to the averages. The first three rows contain state, district, and school averages.

G. Subclaim Percentages of Students

Within each reporting category for ELA are specific skill sets (subclaims) students demonstrate on the NJSLA assessments. Each subclaim category includes the header identifying the subclaim; state, district, and school averages; and an explanatory icon representing the student's performance.

H. Subclaim Performance Indicators

For each student, this section indicates reporting category performance with respect to expectations, using the symbols described earlier in this guide.

I. Description of Performance Level Graphics

This graphic illustrates the performance levels and helps to quickly show the performance level for each student's scale score. Each performance level has a different color shading with performance Level 1 (Did Not Yet Meet Expectations) being the lightest shade and performance Level 5 (Exceeded Expectations) being the darkest shade.

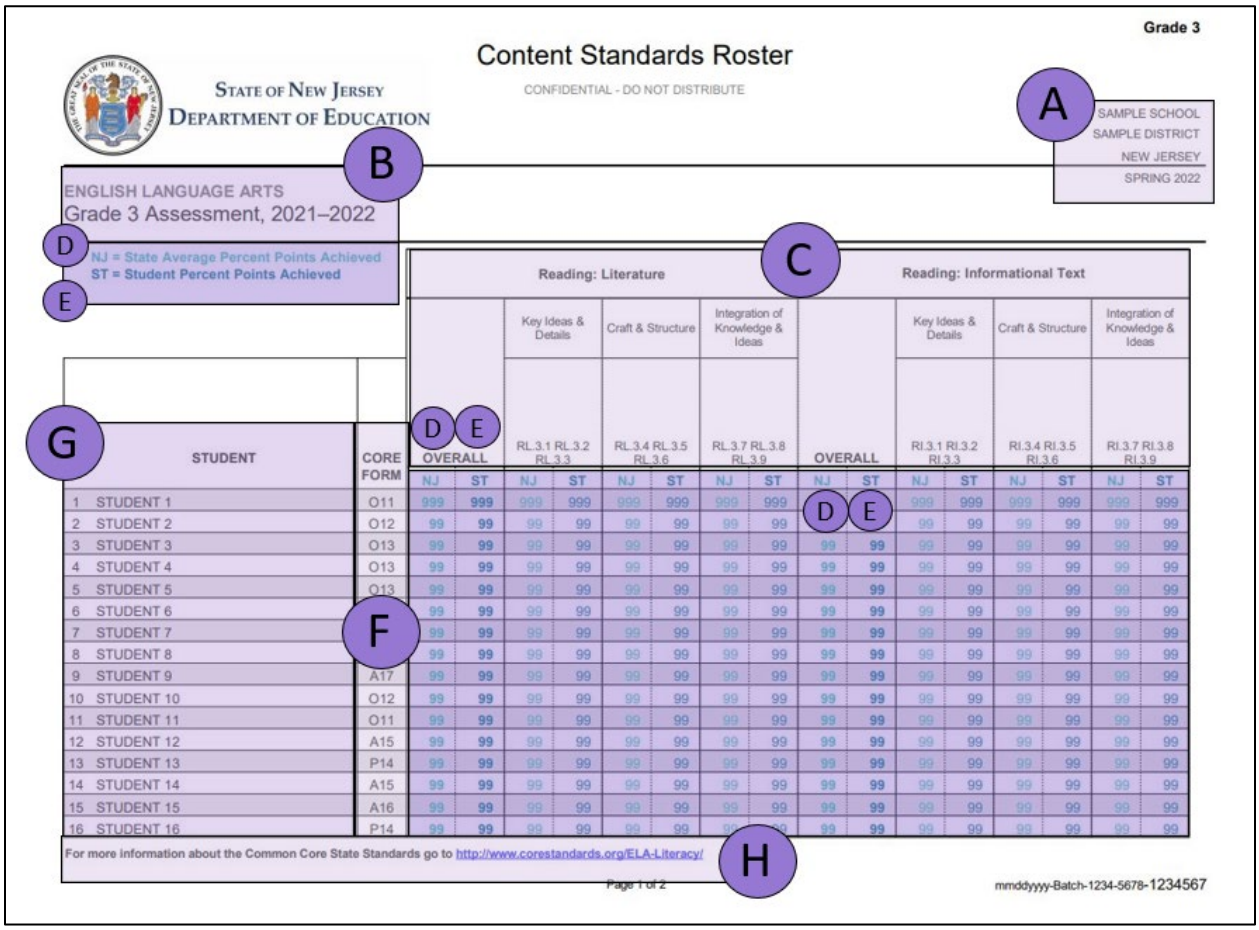
J. Description of Subclaim Indicator Graphics

As noted earlier in this section, symbols are used to identify the broad categories of student performance with respect to expectations.

2.3 Content Standards Roster Report

The NJSLA Content Standards Roster Report for ELA analyzes the student performance of operational items on the spring 2022 NJSLA and their alignment to the Common Core State Standards. The report is by grade level/course and content area at a school level.

Figure 9. Sample Content Standards Roster – ELA page 1



A. School Information

Reports are provided at a school level by student. The school name, district, state, and testing administration are provided.

B. Description of Report

The description of the content area (ELA) assessed, grade level/ course assessed, and assessment year are located in this area.

C. Reporting Domain and Standard Groups

Operational items are classified by the ELA Common Core State Standards (i.e., RL.3.1, RI.3.4, etc.). For the purposes of this report, all operational items are categorized by reporting domain and/or standard group(s) to which they correspond.

For example, on page 1 (depicted in Figure 9) ELA grade 3 reports on the domains of Reading: Literature and Reading: Informational Text and reports the standard groups under each, which, in this case, are: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

For ELA, all items align to multiple standards and may therefore be included in multiple groups on this report. If a domain has more than one standard for that grade level/course, then a total column will also be provided.

Visit Common Core State Standards for a more descriptive explanation of the standards.

D. State Average Percent Achieved
This column provides the average percentage achieved for all students in the state with valid scores for each domain and/or standard group at an operational form combination. Groups with fewer than 6 maximum points will have “N/A” listed in this column, not the percent correct.

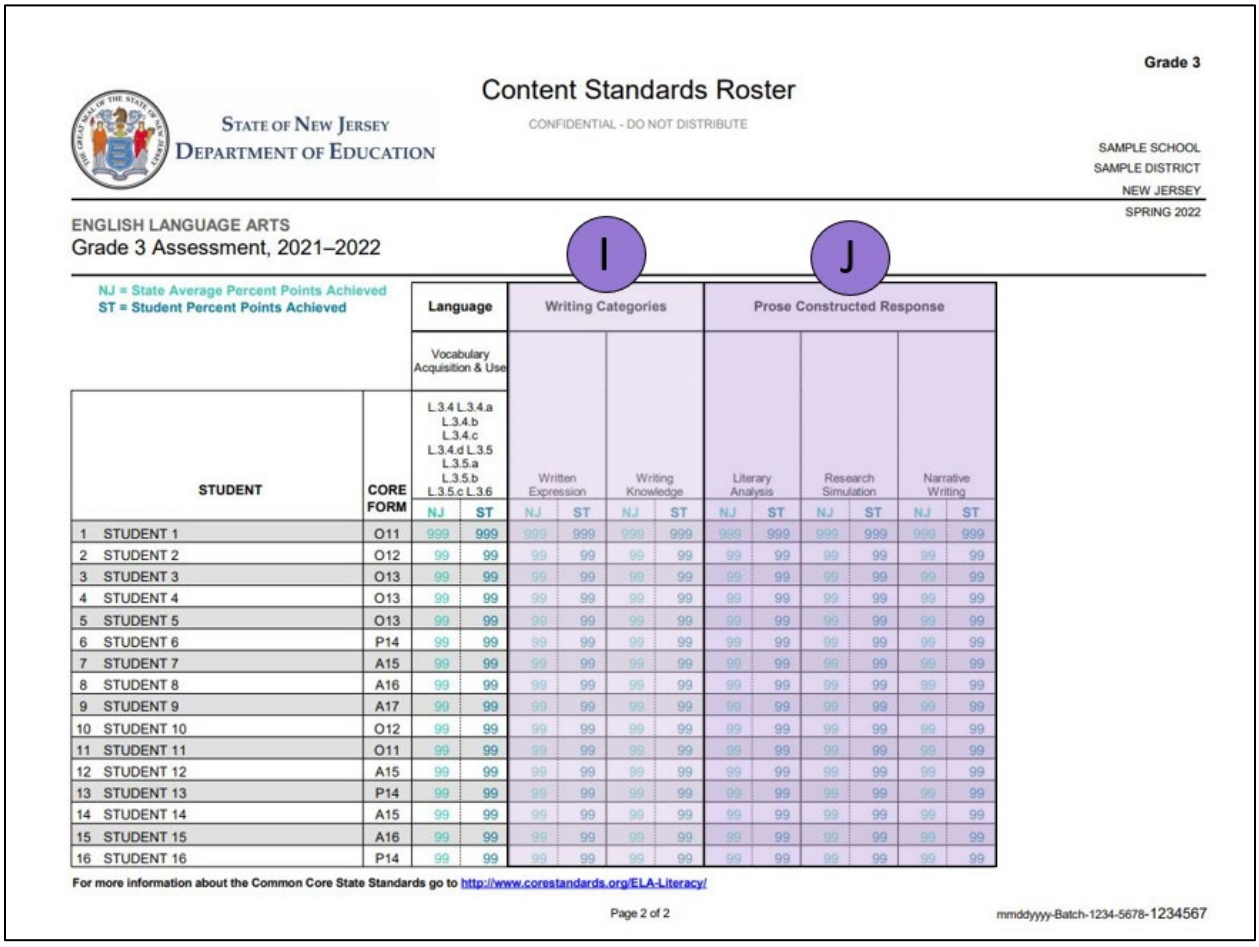
E. Student Percent Achieved
This column shows the percentage achieved of the total points possible each student listed received in each domain and/or standard group. Groups with fewer than 6 maximum points will have "N/A" listed in this column, not the student’s percent correct. For domains with multiple standard groups, this amount will still be included in the total.

F. Core Form
This column indicates the operational core form taken by each student listed for the spring 2022 administration. The form is determined by the core operational form. Form codes starting with the letter P are paper; forms starting with the letter O are online, and forms starting with the letter A are accommodated forms. Subclaim information for all columns (Student Percent Achieved, and State Average Percent Achieved) is for that student’s individual operational form combination. Comparisons cannot be made for students across domains unless both students took the exact form for the report administration.

G. Student Information
Students will be listed by their last name, then first name in alphabetical order. Students are listed if a valid summative score is available for those students whose score has not been suppressed.

H. Additional Information
Links to more detailed information on the Common Core State Standards are provided at the bottom of pages 1 and 2 of the report.

Figure 10. Sample Content Standards Roster – ELA page 2



Grade 3

Content Standards Roster

CONFIDENTIAL - DO NOT DISTRIBUTE

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

SAMPLE SCHOOL
SAMPLE DISTRICT
NEW JERSEY
SPRING 2022

ENGLISH LANGUAGE ARTS
Grade 3 Assessment, 2021–2022

I

J

NJ = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Language		Writing Categories				Prose Constructed Response					
		Vocabulary Acquisition & Use											
		L.3.4 L.3.4.a L.3.4.b L.3.4.c L.3.4.d L.3.5 L.3.5.a L.3.5.b L.3.5.c L.3.6		Written Expression		Writing Knowledge		Literary Analysis		Research Simulation		Narrative Writing	
		NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST
1 STUDENT 1	O11	999	999	999	999	999	999	999	999	999	999	999	999
2 STUDENT 2	O12	99	99	99	99	99	99	99	99	99	99	99	99
3 STUDENT 3	O13	99	99	99	99	99	99	99	99	99	99	99	99
4 STUDENT 4	O13	99	99	99	99	99	99	99	99	99	99	99	99
5 STUDENT 5	O13	99	99	99	99	99	99	99	99	99	99	99	99
6 STUDENT 6	P14	99	99	99	99	99	99	99	99	99	99	99	99
7 STUDENT 7	A15	99	99	99	99	99	99	99	99	99	99	99	99
8 STUDENT 8	A16	99	99	99	99	99	99	99	99	99	99	99	99
9 STUDENT 9	A17	99	99	99	99	99	99	99	99	99	99	99	99
10 STUDENT 10	O12	99	99	99	99	99	99	99	99	99	99	99	99
11 STUDENT 11	O11	99	99	99	99	99	99	99	99	99	99	99	99
12 STUDENT 12	A15	99	99	99	99	99	99	99	99	99	99	99	99
13 STUDENT 13	P14	99	99	99	99	99	99	99	99	99	99	99	99
14 STUDENT 14	A15	99	99	99	99	99	99	99	99	99	99	99	99
15 STUDENT 15	A16	99	99	99	99	99	99	99	99	99	99	99	99
16 STUDENT 16	P14	99	99	99	99	99	99	99	99	99	99	99	99

For more information about the Common Core State Standards go to http://www.corestandards.org/ELA-Literacy/

Page 2 of 2

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I. Writing Categories

The ELA report includes a breakdown for writing categories. In this report, writing categories represent the subclaims of Written Expression and Writing Knowledge of Language and Conventions (shortened to Writing Knowledge). Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response. Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

J. Prose Constructed Response Tasks

The ELA reports include a breakdown for Prose Constructed Response (PCR) tasks. The PCRs elicit evidence that students have understood a text or texts they have read and can communicate that understanding in terms of written expression and knowledge of language and conventions. This section breaks down the three writing tasks included across the NJSLA–ELA: Literary Analysis Task, Research Simulation Task, and Narrative Writing Task. Grades 3-8 have all three tasks while grade 9 only has two tasks (i.e., Narrative Writing Task and Research Simulation Task).

For the Literary Analysis Task, students read two pieces of literature and compose an analytic response to a prompt. For the Research Simulation Task, students are given a prompt that asks them to write an analysis of three informational passages, explaining how the passages are connected or discussing ideas presented within the passages. For the Narrative Writing Task, students are given a prompt that they use as a springboard for writing a story of their own, one that continues the storyline of a literary passage or that narrates the events in the passage from a different character's perspective. These items allow students to use creativity through storytelling.

2.4 Evidence Statement Report

The District and School Evidence Statement Analysis Reports are two-page reports that analyze the performance of the NJSLA Evidence Statements at a state, district, and school level for each operational item on the spring 2022 NJSLA–ELA. Information is reported for each grade level/course and content area.

2.4.1 Sample District and School Evidence Statement Analysis Report – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

The first ELA report below shows an example of a district-level report and the second is a school-level report.

Figure 11. Sample District Evidence Statement Analysis – ELA page 1

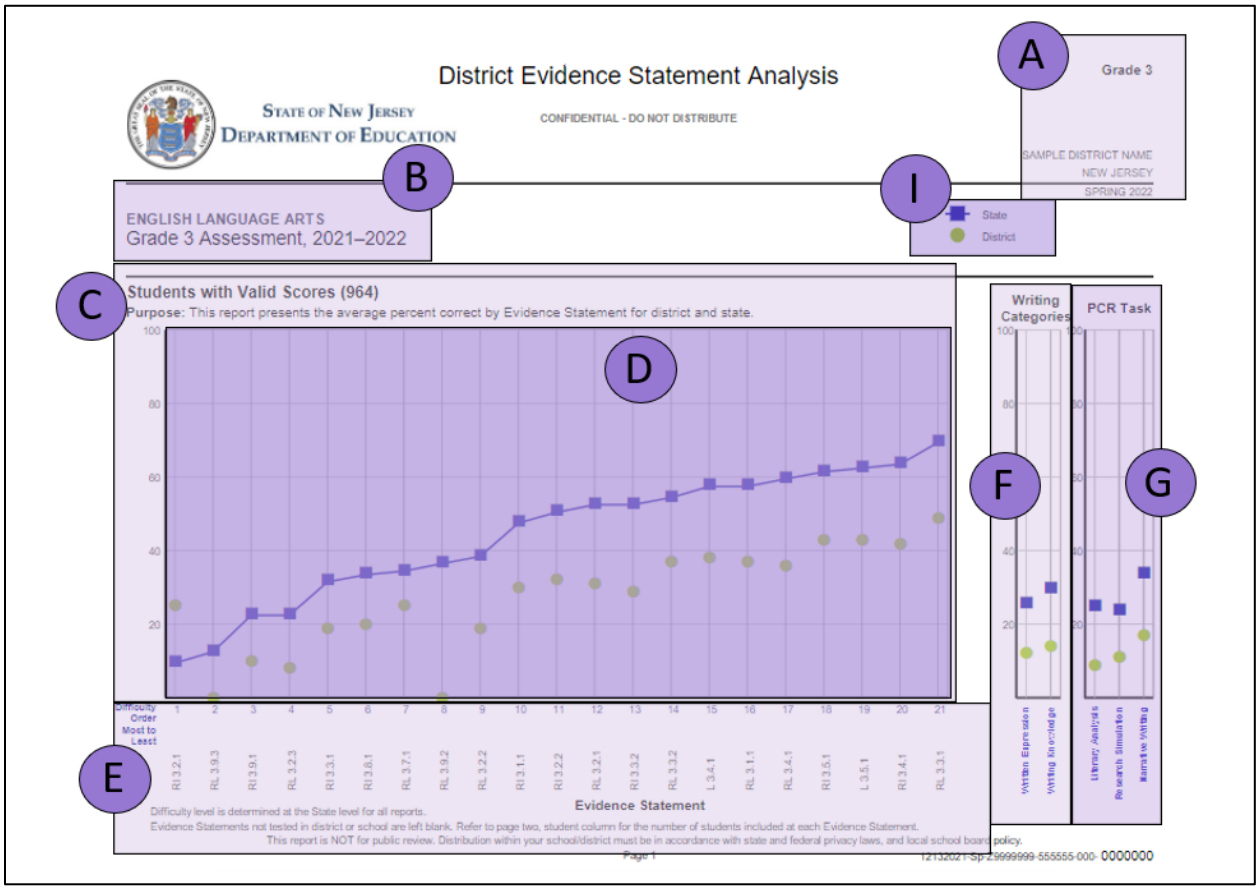
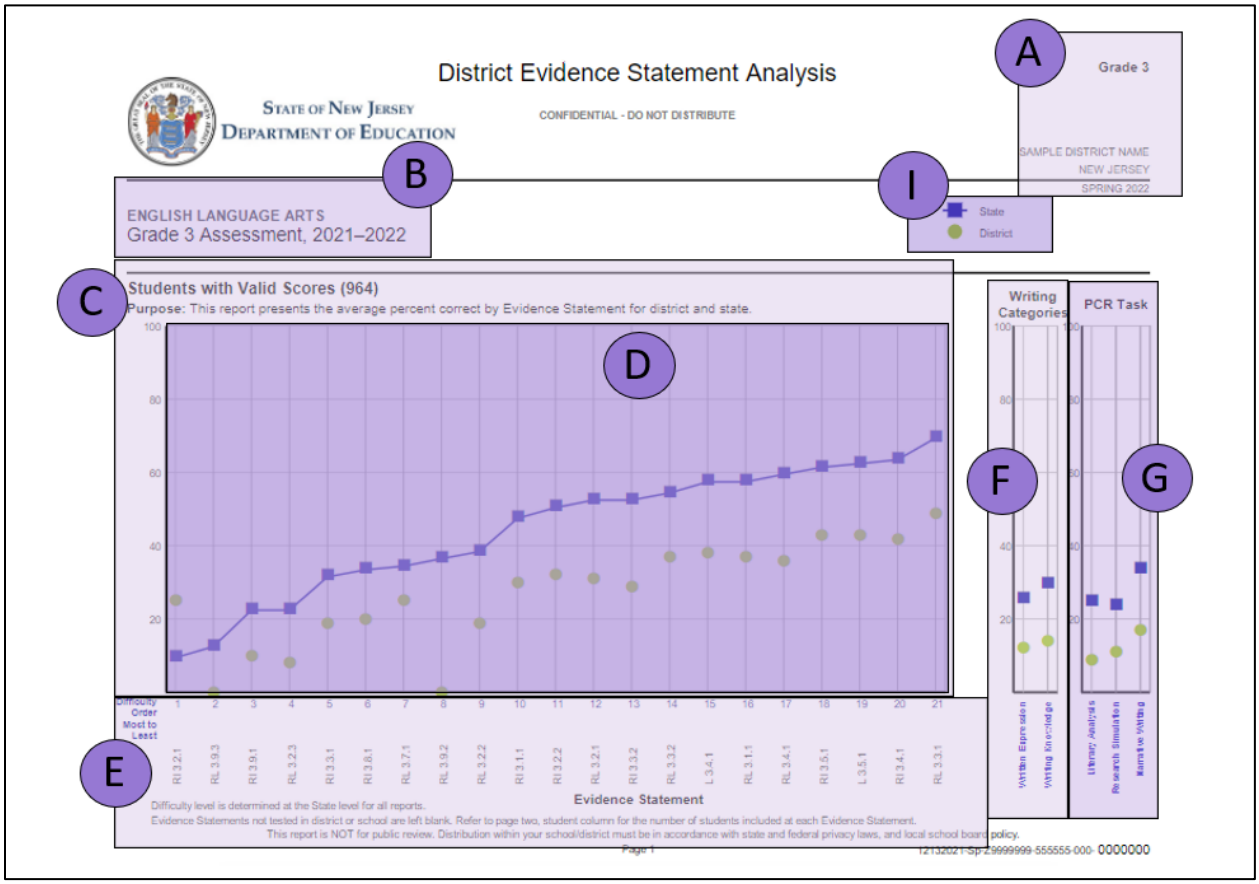


Figure 12. Sample School Evidence Statement Analysis – ELA page 1



A. District and School Information
Reports are provided at a district level as well as for each school associated with that district listed on the report.

B. Description of Report
The description of the content area (ELA) assessed, grade level/ course assessed, and assessment year are located in this area.

C. Students with Valid Scores
The report presents the average percentage correct by evidence statement for students who have overall scale scores in the spring 2022 administration. This area indicates the number of students with valid score represented for this grade and subject.

D. Graph
The average percentage correct by item, combined at an evidence statement level, is represented on the chart at a state level, district level, and, for the school report, at a school level. State symbols are connected with a solid line. District and school symbols are not connected. District and school symbols are not connected because, depending on the form assignment selection taken at the school and district, all evidence statements may not be represented. If an evidence statement is not represented at a school or district level, a symbol

will not be listed on the chart for that evidence statement. If a symbol on the chart is at zero percent, this indicates that the evidence statement had 0% achieved out of the maximum points possible for that school or district. Where the placement of the school or district icon indicates a sharp difference from the placement of the state number, it may be wise to check Item E on the other side of the form to find out whether the local number is based upon very few students.

E. Evidence Statement and Difficulty Order

Items on the NJSLA–ELA are written to evidence statements, which are based on the Common Core State Standards. Each evidence statement could relate to multiple operational items. The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the State level. Evidence statements where the material is considered more difficult when the ratio is low between average points and maximum points possible are considered the more difficult categories.

All ELA items align to more than one evidence statement. These items are aligned on the report in every evidence statement that applies to that item. This means each item is represented on the report multiple times with points counted at each alignment.

F. Written Expression and Writing Knowledge

The report provides additional information about student performance on the writing subclaims of Written Expression and Writing Knowledge of Language and Conventions (shortened to Writing Knowledge).

Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

G. Prose Constructed Response Tasks

The ELA reports include a breakdown for Prose Constructed Response (PCR) tasks. The PCRs elicit evidence that students have understood a text or texts they have read and can communicate that understanding in terms of written expression and knowledge of language and conventions. This section breaks down the three writing tasks included across the NJSLA–ELA: Literary Analysis Task, Research Simulation Task, and Narrative Writing Task. Grades 3-8 have all three tasks while grade 9 only has two tasks (i.e., Narrative Writing Task and Research Simulation Task).

For the Literary Analysis Task, students read two pieces of literature and compose an analytic response to a prompt. For the Research Simulation Task, students are given a prompt that asks them to write an analysis of three informational passages, explaining how the passages are connected or discussing ideas presented within the passages. For the Narrative Writing Task, students are given a prompt that they use as a springboard for writing a story of their own, one

that continues the storyline of a literary passage or that narrates the events in the passage from a different character's perspective. These items allow students to use creativity through storytelling.

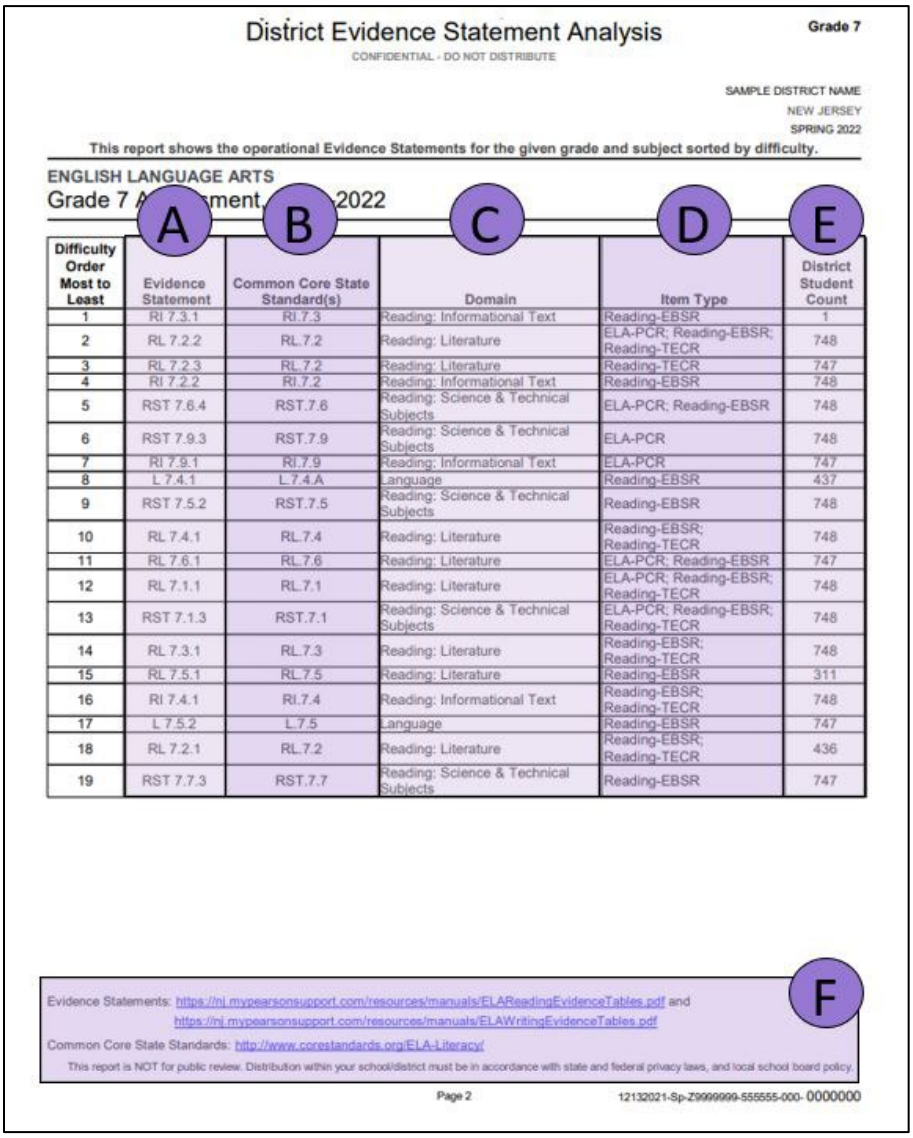
I. Legend

The legend for this graph provides the symbols for State, District, and School values.

2.4.2 Sample District and School Evidence Statement Analysis Report – Page 2

Page 2 of the NJSLA–ELA District and School Evidence Statement Analysis Report links the Evidence Statements to the Common Core State Standard(s) upon which they are based.

Figure 7. Sample District Evidence Statement Analysis – ELA page 2



District Evidence Statement Analysis

Grade 7

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SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2022

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS

Grade 7 A[illegible]ment, 2022

A B C D E

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RI 7.3.1	RI.7.3	Reading: Informational Text	Reading-EBSR	1
2	RL 7.2.2	RL.7.2	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	748
3	RL 7.2.3	RL.7.2	Reading: Literature	Reading-TECR	747
4	RI 7.2.2	RI.7.2	Reading: Informational Text	Reading-EBSR	748
5	RST 7.6.4	RST.7.6	Reading: Science & Technical Subjects	ELA-PCR; Reading-EBSR	748
6	RST 7.9.3	RST.7.9	Reading: Science & Technical Subjects	ELA-PCR	748
7	RI 7.9.1	RI.7.9	Reading: Informational Text	ELA-PCR	747
8	L 7.4.1	L.7.4.A	Language	Reading-EBSR	437
9	RST 7.5.2	RST.7.5	Reading: Science & Technical Subjects	Reading-EBSR	748
10	RL 7.4.1	RL.7.4	Reading: Literature	Reading-EBSR; Reading-TECR	748
11	RL 7.6.1	RL.7.6	Reading: Literature	ELA-PCR; Reading-EBSR	747
12	RL 7.1.1	RL.7.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	748
13	RST 7.1.3	RST.7.1	Reading: Science & Technical Subjects	ELA-PCR; Reading-EBSR; Reading-TECR	748
14	RL 7.3.1	RL.7.3	Reading: Literature	Reading-EBSR; Reading-TECR	748
15	RL 7.5.1	RL.7.5	Reading: Literature	Reading-EBSR	311
16	RI 7.4.1	RI.7.4	Reading: Informational Text	Reading-EBSR; Reading-TECR	748
17	L 7.5.2	L.7.5	Language	Reading-EBSR	747
18	RL 7.2.1	RL.7.2	Reading: Literature	Reading-EBSR; Reading-TECR	436
19	RST 7.7.3	RST.7.7	Reading: Science & Technical Subjects	Reading-EBSR	747

F

Evidence Statements: https://nj.mypearsonsupport.com/resources/manuals/ELAReadingEvidenceTables.pdf and https://nj.mypearsonsupport.com/resources/manuals/ELAWritingEvidenceTables.pdf

Common Core State Standards: http://www.corestandards.org/ELA-Literacy/

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 2

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A. Evidence Statement

Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Common Core State Standard(s)

The Common Core State Standard(s) linked to the Evidence Statement is listed in the third column. An evidence statement could be connected to multiple standards. Some evidence statements do not directly align to a Common Core State Standard. Additionally, some

integrated evidence statements cross multiple domains and are also not firmly linked to specific Common Core Standards. Those statements will indicate “Multiple” on the report.

C. Domain
For the purposes of this report, all operational items are categorized by reporting domain. The domain level is listed in this column.

D. Item Type
The item type column includes all item types for the items included in each Evidence Statement category. If more than one item type applies, all item types will be listed in the “Item Type” column on page 2 of the report. ELA item types are Evidence-Based Selected Response (EBSR), Technology-Enhanced Selected Response (TECR), and Prose Constructed Response (PCR).

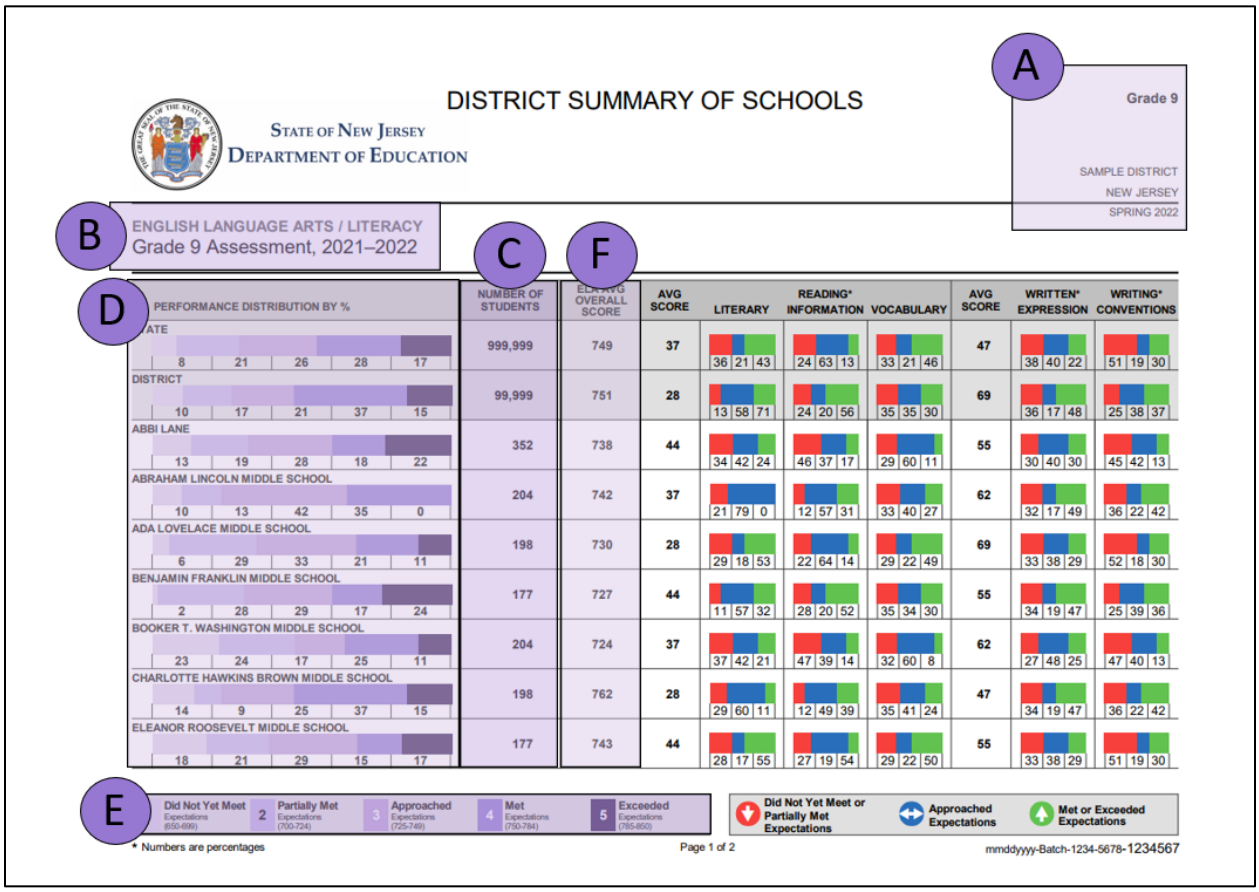
E. Student Count
The student count represents the number of students in the school or district whose form of the assessment contained an item or items written to the evidence statement listed in column A. The count may differ by row as there are different forms of the assessment, and not all forms include all items or evidence statements. Sometimes when only a very small number of students in a school or district take a form containing an item related to a particular evidence statement, the district or school performance on the Evidence Statement in the graph on the other side of the form can appear very different from the state performance.

F. Additional Information
Links to more detailed information on the Evidence Statements and Common Core State Standards are provided at the bottom of the report.

2.5 School and District Summary Report

Test results contained in school- and district-level reports can provide meaningful information for educational program reviews. The School and District Summary provide no individual student information. Instead, they contain summary data at the state, district, and school levels to help schools and districts understand how performance compares to other students and schools. For non-charter or non-Renaissance schools, the school version of this report shows the performance for a single school within the district, in comparison to the state and district levels. For charter and Renaissance reports, where there are more than one school at a particular grade level, the data are not at the school level. The district version of the report, shown in Figures 14 and 15, shows the performance for all schools within the district, in comparison to the state and district levels.

Figure 14. Sample District Summary of Schools – ELA Sections A–F



A. Identification Information

District Summary of Schools Reports list the grade level/course, district name, state, and assessment administration.

B. Assessment Information

The report heading provides the content area (ELA) assessed, grade level/course, and assessment year.

C. Number of Students
The first two rows contain the number of students included in reporting at the state and district levels. Subsequent rows contain the number of students included in reporting at each school within the district.

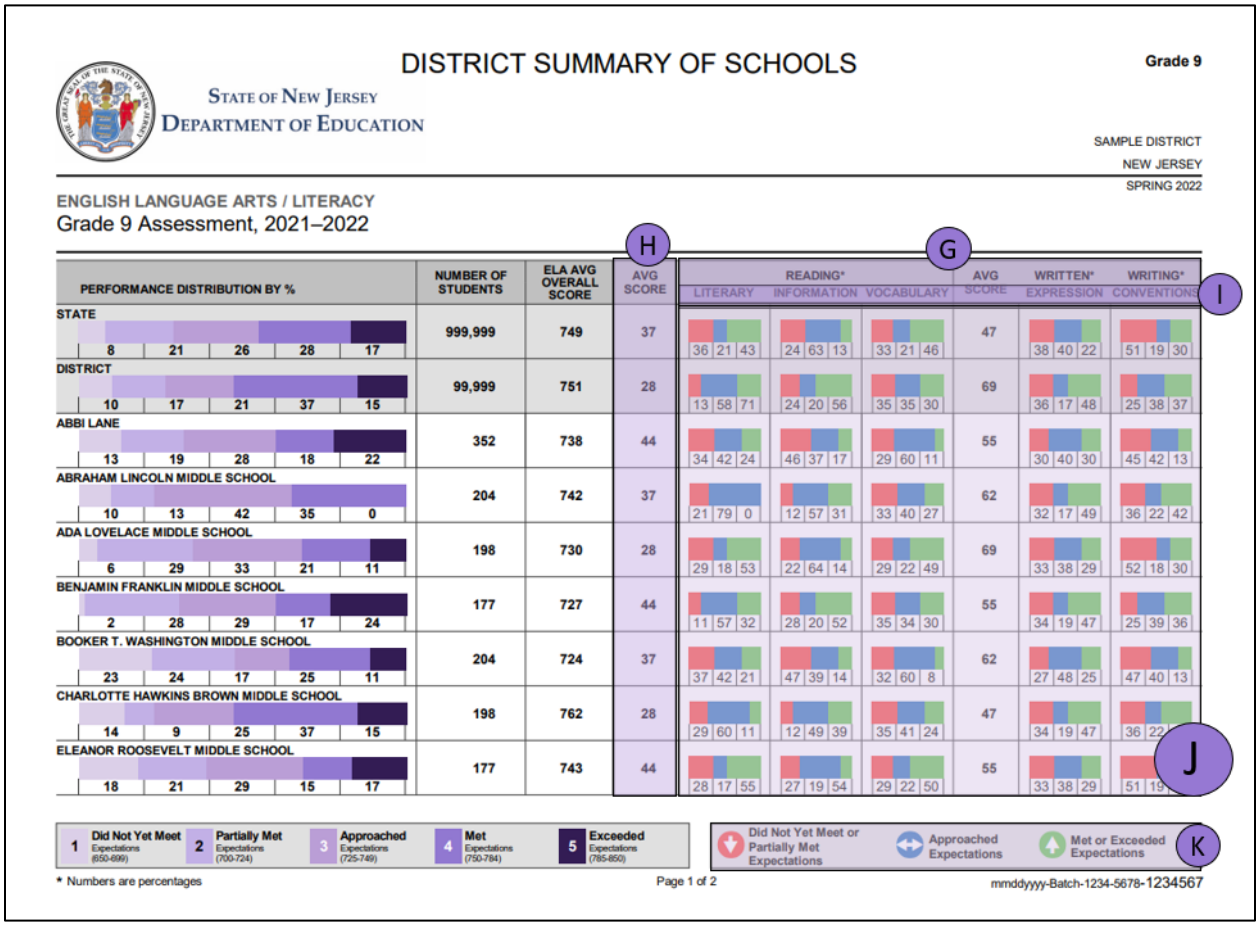
D. Percentage of Students at Each Performance Level
The first column of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each section of the graph represents a performance level, from Level 1 on the left through Level 5 on the right. The numerical values appearing below the graph indicate the percentage of students in Performance Levels 1 through 5, left to right respectively. Due to rounding, percentages may not total 100%. The name of the school is listed in each row above the graph.

Note: In most cases, numbers will **not** appear centered under each of the graphs highlighted in Section D.

E. Description of Performance Level Graphics
This graphic illustrates the performance levels.

F. Average Overall Scale Score
This column of the report provides the average overall scale score (refer to **Section 3.5**) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

Figure 15. Sample District Summary of Schools – ELA Sections G–K



DISTRICT SUMMARY OF SCHOOLS

Grade 9

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

SAMPLE DISTRICT
NEW JERSEY
SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 9 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	H AVG SCORE	G READING* LITERARY	READING* INFORMATIONAL	READING* VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS	I
STATE 8 21 26 28 17	999,999	749	37	36 21 43	24 63 13	33 21 46	47	38 40 22	51 19 30	
DISTRICT 10 17 21 37 15	99,999	751	28	13 58 71	24 20 56	35 35 30	69	36 17 48	25 38 37	
ABBI LANE 13 19 28 18 22	352	738	44	34 42 24	46 37 17	29 60 11	55	30 40 30	45 42 13	
ABRAHAM LINCOLN MIDDLE SCHOOL 10 13 42 35 0	204	742	37	21 79 0	12 57 31	33 40 27	62	32 17 49	36 22 42	
ADA LOVELACE MIDDLE SCHOOL 6 29 33 21 11	198	730	28	29 18 53	22 64 14	29 22 49	69	33 38 29	52 18 30	
BENJAMIN FRANKLIN MIDDLE SCHOOL 2 28 29 17 24	177	727	44	11 57 32	28 20 52	35 34 30	55	34 19 47	25 39 36	
BOOKER T. WASHINGTON MIDDLE SCHOOL 23 24 17 25 11	204	724	37	37 42 21	47 39 14	32 60 8	62	27 48 25	47 40 13	
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL 14 9 25 37 15	198	762	28	29 60 11	12 49 39	35 41 24	47	34 19 47	36 22	
ELEANOR ROOSEVELT MIDDLE SCHOOL 18 21 29 15 17	177	743	44	28 17 55	27 19 54	29 22 50	55	33 38 29	51 19	J

1 Did Not Yet Meet Expectations (650-699) | 2 Partially Met Expectations (700-724) | 3 Approached Expectations (725-749) | 4 Met Expectations (750-784) | 5 Exceeded Expectations (785-850)

Did Not Yet Meet or Partially Met Expectations | Approached Expectations | Met or Exceeded Expectations — K

* Numbers are percentages

Page 1 of 2

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G. Reporting Category

For ELA, there are two reporting categories: Reading and Writing.

H. Performance by Reporting Category Scale Score

For ELA, student performance for each reporting category is provided as an average scale score on a scale different from the overall scale score. For this reason, the sum of the average scale scores for each reporting category will not equal the average overall scale score. The first two rows contain state and district averages. The remaining rows contain the school averages. The Reporting Category average scale scores appear in each category area under the heading "AVG SCORE."

The NJSLA–ELA provides the ability to compare performance across many levels. By reviewing the average overall scale score column, school data can quickly be compared to the district and state averages.

I. Subclaim Category

Within each reporting category for ELA are specific skill sets (subclaims) students demonstrate on the NJSLA. Each subclaim category includes the header identifying the subclaim as well as state, district, and school averages.

J. Subclaim Performance Indicators

This area represents how well the students performed in a subclaim category. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale.

For District Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subclaim.

- The green section (right section) of the graph for the specified subclaim indicates that the students performed comparable to students in this subclaim to students who "Met or Exceeded Expectations," on the overall form, meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- The blue section (middle section) of the graph for the specified subclaim indicates that the students performed comparable to students in this subclaim to students who "Approached Expectations," on the overall form, meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- The red section (left section) of the graph for the specified subclaim indicates that the students performed comparable to students in this subclaim to students who "Did Not Yet Meet or Partially Met Expectations," on the overall form, meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

On District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met/exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Did Not Yet Meet, Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will **not** appear centered under each color in the graphs highlighted in Section J.

K. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is illustrated with an explanatory icon. Subclaim performance is reported using the following performance indicators.

 Met or Exceeded Expectations is represented by an up arrow.

 Approached Expectations is represented by a bidirectional arrow.

 Did Not Yet Meet or Partially Met Expectations is represented by a down arrow.

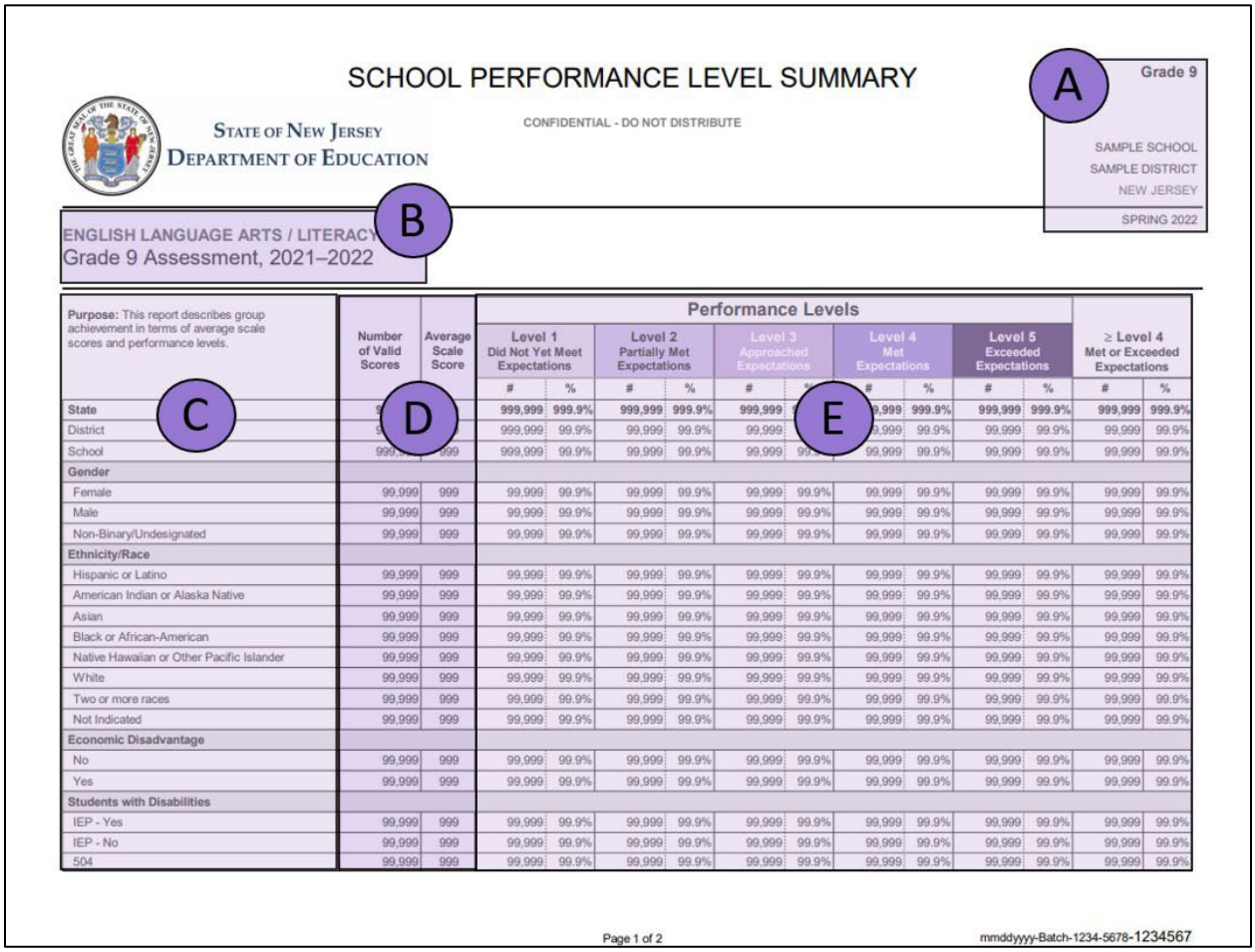
2.6 District and School Performance Level Summary Report

The School and District Performance Level Summary Reports, samples of the School Performance Level Summary are provided in Figures 16 and 17, offer an overall picture of student performance in a school or district by demographic group. Groups reported include:

- Gender (Male, Female, Non-binary)
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated)
- Students with Disabilities (IEP, 504)
- English Language Learner (Current EL, Former EL)
- Other (Economically Disadvantaged, Homeless, Migrant)

A description of the individual report components follows.

Figure 8. Sample School Performance Level Summary – ELA Page 1 Sections A–E



SCHOOL PERFORMANCE LEVEL SUMMARY

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

A

Grade 9

SAMPLE SCHOOL
SAMPLE DISTRICT
NEW JERSEY

SPRING 2022

B

ENGLISH LANGUAGE ARTS / LITERACY
Grade 9 Assessment, 2021–2022

C D E

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
State	999,999	999	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%
District	99,999	999	999,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
School	999,999	999	999,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Gender														
Female	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Male	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Non-Binary/Undesignated	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Ethnicity/Race														
Hispanic or Latino	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
American Indian or Alaska Native	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Asian	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Black or African-American	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Native Hawaiian or Other Pacific Islander	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
White	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Two or more races	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Not Indicated	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Economic Disadvantage														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Students with Disabilities														
IEP - Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
IEP - No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
504	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

Page 1 of 2

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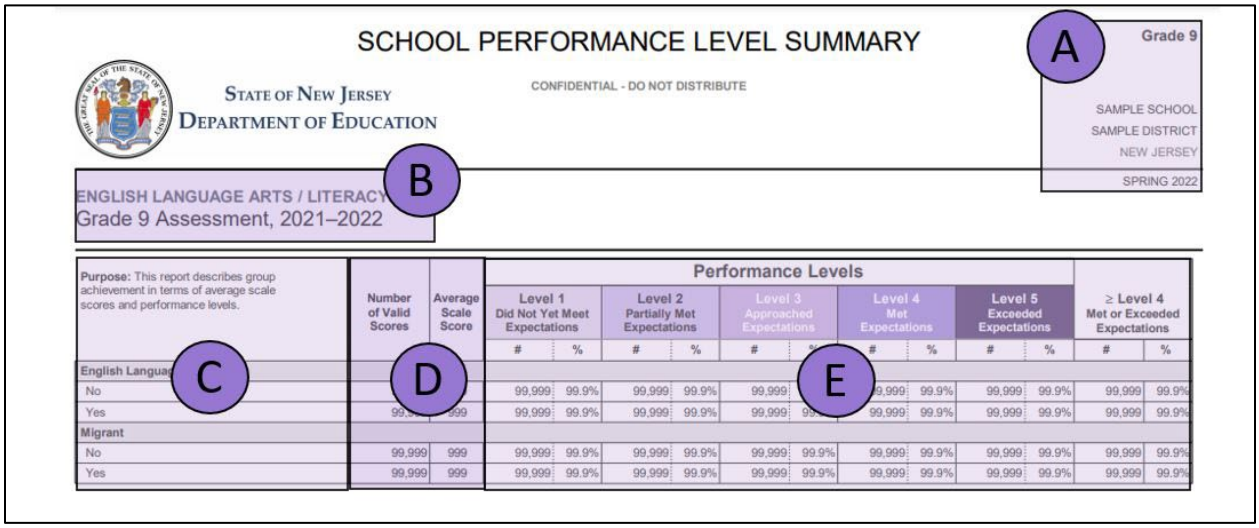
Figure 17. Sample School Performance Level Summary – ELA Page 2 Sections A–E



A. Identification Information
This section provides the grade level, school and/or district name, state, and assessment year.

B. Content Area and Grade Level/Course
The content area of the report, the grade level/course of the assessment, and the administration year are identified.

C. Demographic and Program Categories and Student Groups
Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the "not indicated" student group.

D. Group Counts and Means
This section displays:

- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored)
- Average Scale Score (of those students with valid scale scores)

E. Performance Level Results
This section of the report contains total performance-level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level. The final two columns on the right indicate the number and percentage of students with scale scores falling into the two levels that, when combined, indicate proficiency.

2.7 Assessment Results Summary Report

For spring 2022 NJSLA, districts will be provided with an additional report, Assessment Results Summary Report, designed to provide organization level summary data by grade, by demographic, or by student or reporting group dynamically within PearsonAccess^{next}. A separate guide for this new report will be available to districts in the fall on the New Jersey Assessments Resource Center under Educator Resources > Educator Reporting Resources.

Part 3: Mathematics Assessment

3.1 Individual Student Report (ISR)

The New Jersey Student Learning Assessment for Mathematics (NJSLA-M) measures student proficiency with grade or course level skills, knowledge, practices, and concepts. The NJSLA-M includes the four subclaim categories of Major Content, Additional and Supporting Content, Reasoning, and Modeling. On each assessment, students will face a mixture of objective items assessing content and practice and constructed-response items requiring the application of grade or course appropriate reasoning and modeling.

The Individual Student Reports (ISRs) provide data that may be used to help identify student strengths and needs. The NJSLA–M divides students into five performance levels.

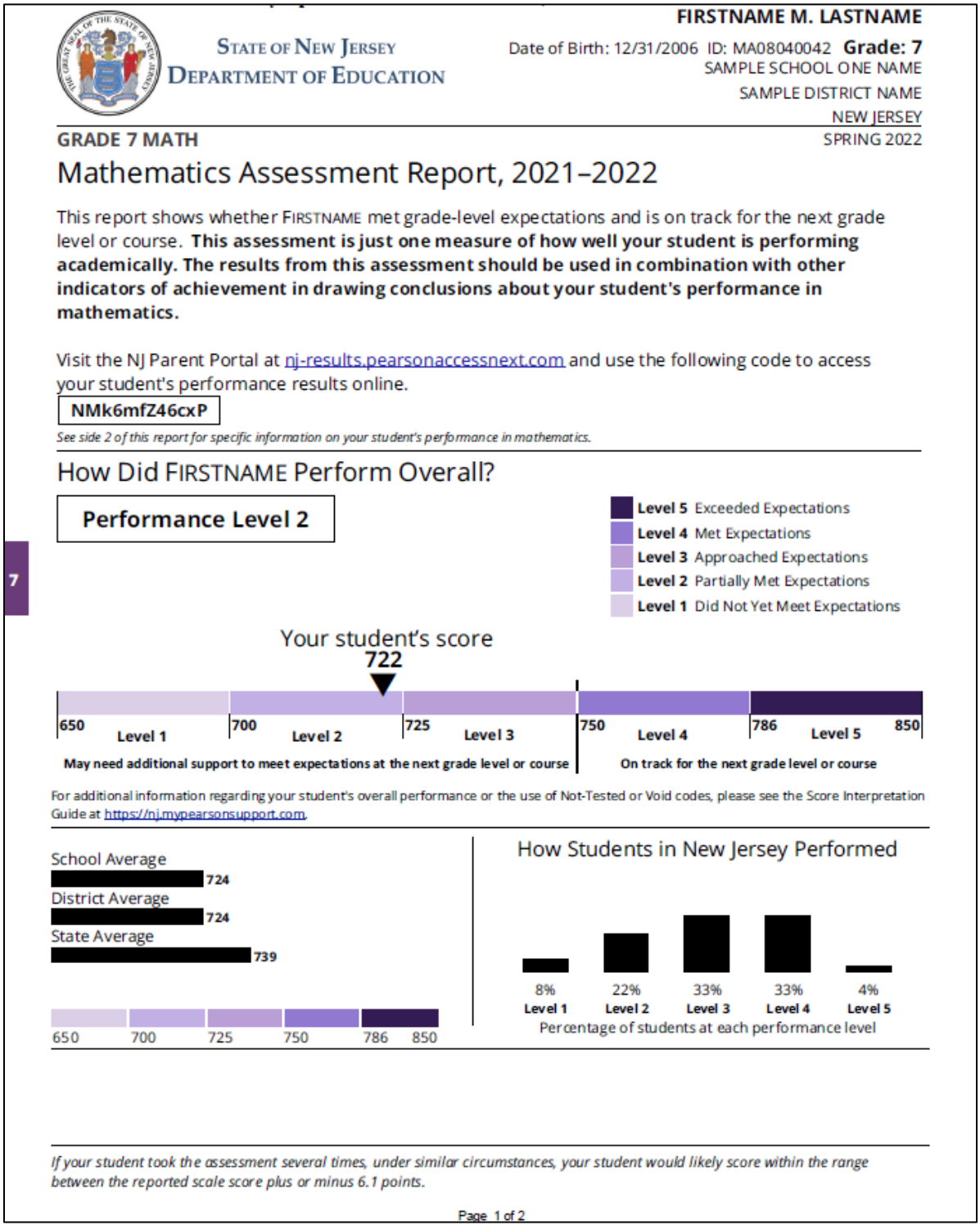
Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. The five performance levels for the NJSLA–M include the following.

- Level 5: Exceeded Expectations
- Level 4: Met Expectations
- Level 3: Approached Expectations
- Level 2: Partially Met Expectations
- Level 1: Did Not Yet Meet Expectations

Students performing at Levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course, and, ultimately, are college and career ready.

The ISR, a sample of which is depicted in Figures 18 and 19, is a two-sided report that presents a student's scale score and performance level, indicating their overall performance on the NJSLA–M and the extent to which they meet or do not meet the state standards. The ISR also provides more specific information on the student's performance with respect to the subclaims discussed in **Section 3.1.3**. When applicable, the ISR also indicates why a student does not receive a scale score. A description of the different components of the ISR follows.

Figure 18. Sample ISR – Mathematics page 1



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME
Date of Birth: 12/31/2006 ID: MA08040042 **Grade: 7**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2022

GRADE 7 MATH

Mathematics Assessment Report, 2021–2022

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. **This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in mathematics.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

NMk6mfZ46cxP

See side 2 of this report for specific information on your student's performance in mathematics.

How Did FIRSTNAME Perform Overall?

Performance Level 2

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

Your student's score
722

650 **Level 1** 700 **Level 2** 725 **Level 3** 750 **Level 4** 786 **Level 5** 850

May need additional support to meet expectations at the next grade level or course

On track for the next grade level or course

For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at https://nj.mypearsonsupport.com.

School Average **724**
District Average **724**
State Average **739**

650 700 725 750 786 850

How Students in New Jersey Performed

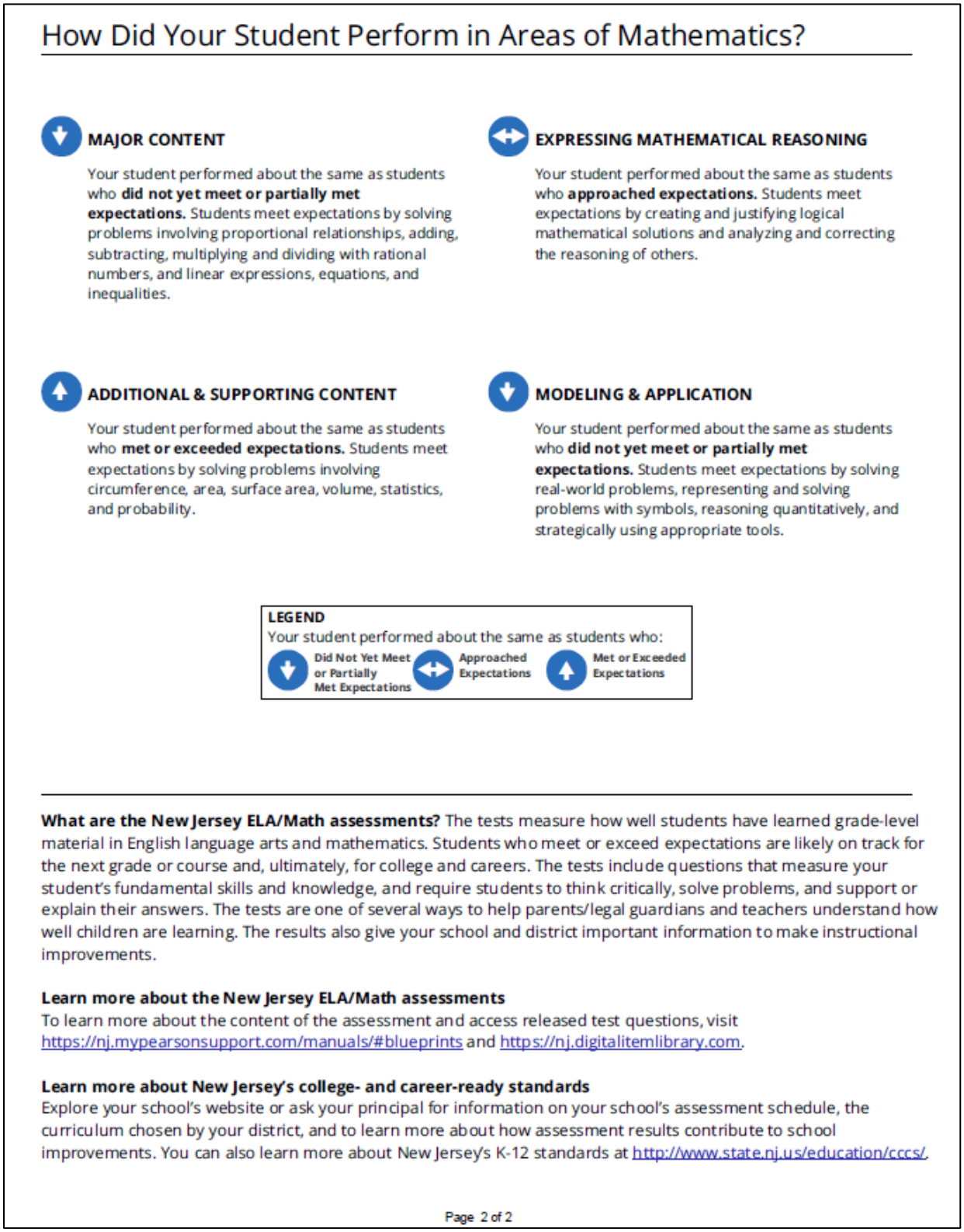
8% **Level 1** 22% **Level 2** 33% **Level 3** 33% **Level 4** 4% **Level 5**

Percentage of students at each performance level

If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 6.1 points.

Page 1 of 2

Figure 19. Sample ISR – Mathematics page 2



How Did Your Student Perform in Areas of Mathematics?

MAJOR CONTENT

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.

EXPRESSING MATHEMATICAL REASONING

Your student performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.

MODELING & APPLICATION

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your student performed about the same as students who:

- Did Not Yet Meet or Partially Met Expectations
- Approached Expectations
- Met or Exceeded Expectations

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments

To learn more about the content of the assessment and access released test questions, visit https://nj.mypearsonsupport.com/manuals/#blueprints and https://nj.digitalitemlibrary.com.

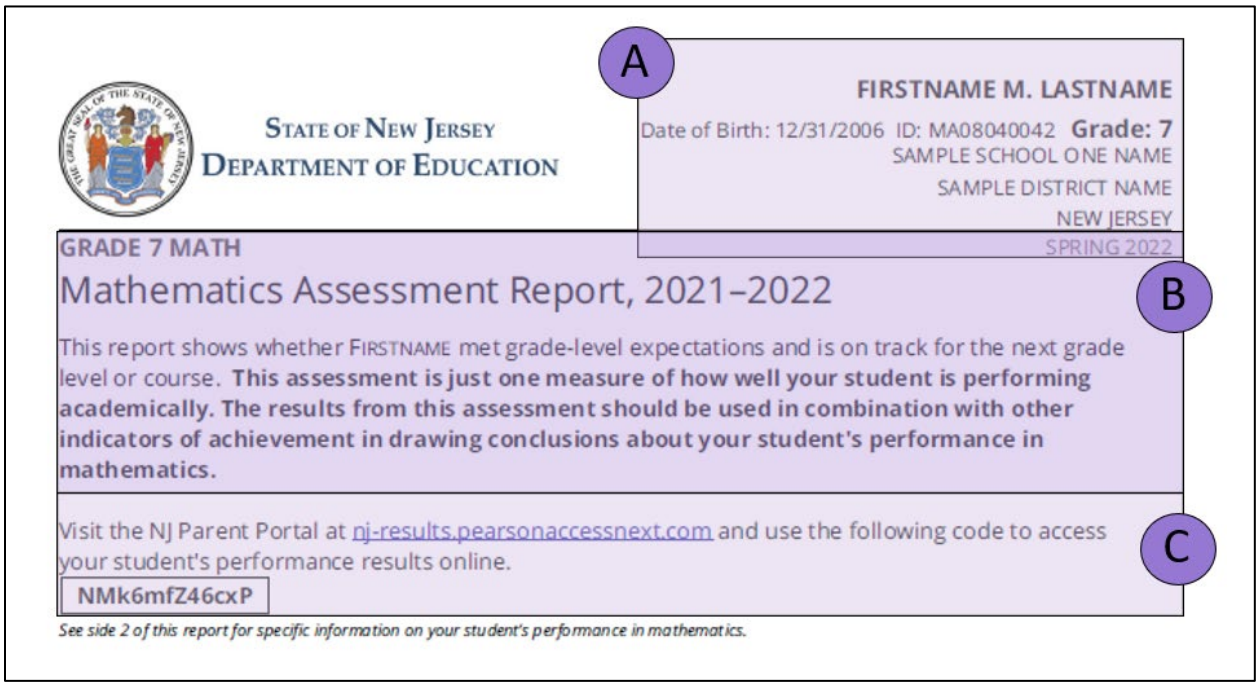
Learn more about New Jersey's college- and career-ready standards

Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

Page 2 of 2

3.1.1 General Information

Figure 20. ISR – Mathematics Sections A–C



A. Identification Information

The upper right area of this section provides identification information about the student (i.e., name, date of birth, student identification number, grade), the school, the district, the state, and the assessment year.

B. Description of Report

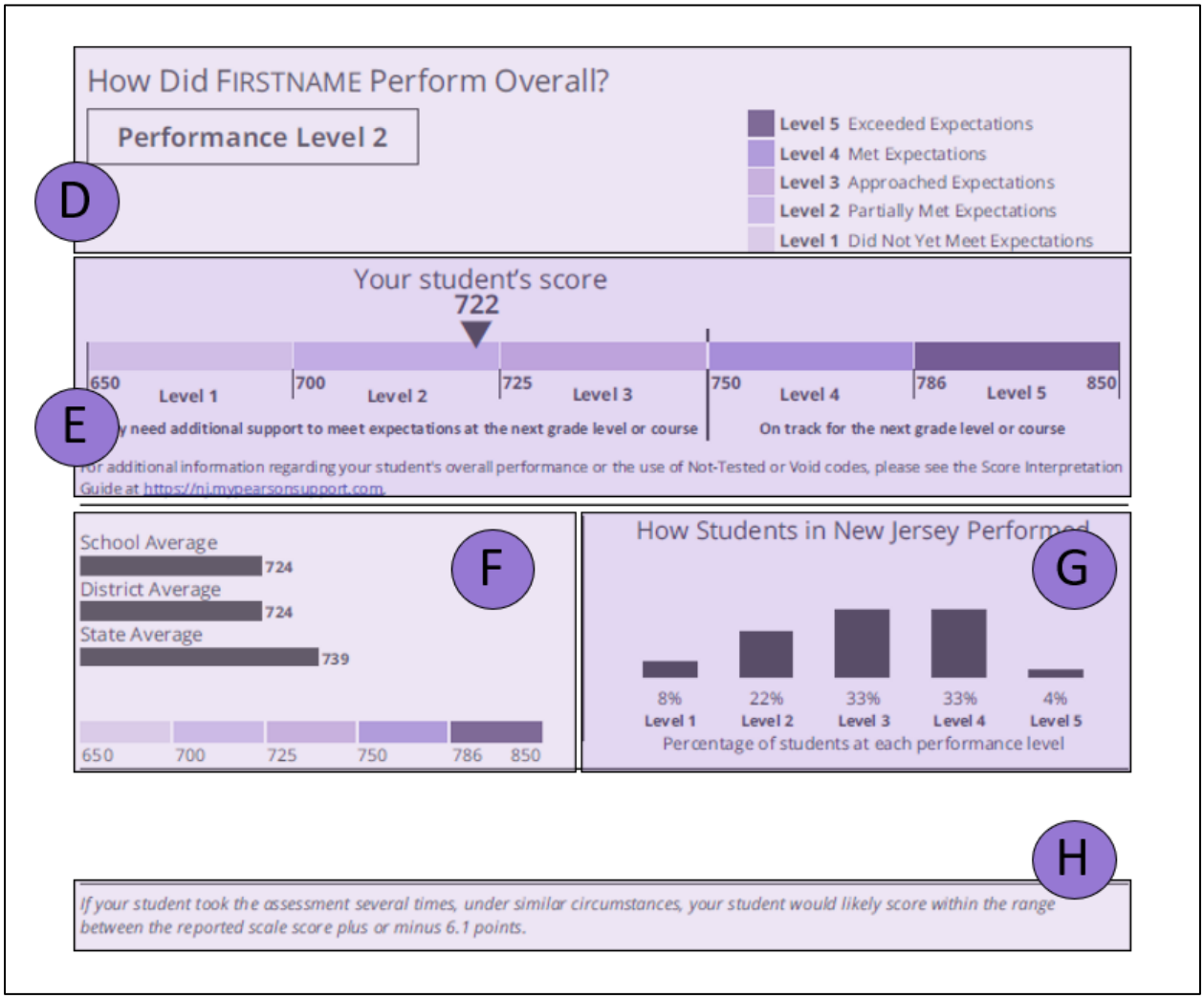
To the left below the identification information, the description of the report provides the grade level/course assessed, content area (mathematics) assessed, and assessment year. It also provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

The Parent Portal can be used by parents and guardians to view individual student test results. They will use the code printed on the ISR to access their students' results online.

3.1.2 Overall Assessment Scores

Figure 21 ISR – Mathematics Sections D–H



D. Scale Score and Performance Level

Section D identifies the student's performance level (refer to **Section 1.5.2**). Students receive an overall scale score and based on that score, placed in one of five performance levels for mathematics.

E. Graphical Representation of Overall Performance: Scale Score and Performance Level

This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach each performance level varies from grade or course level. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

F. Average of School, District, and State

The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade level/course and content area.

G. Performance Level Percentages

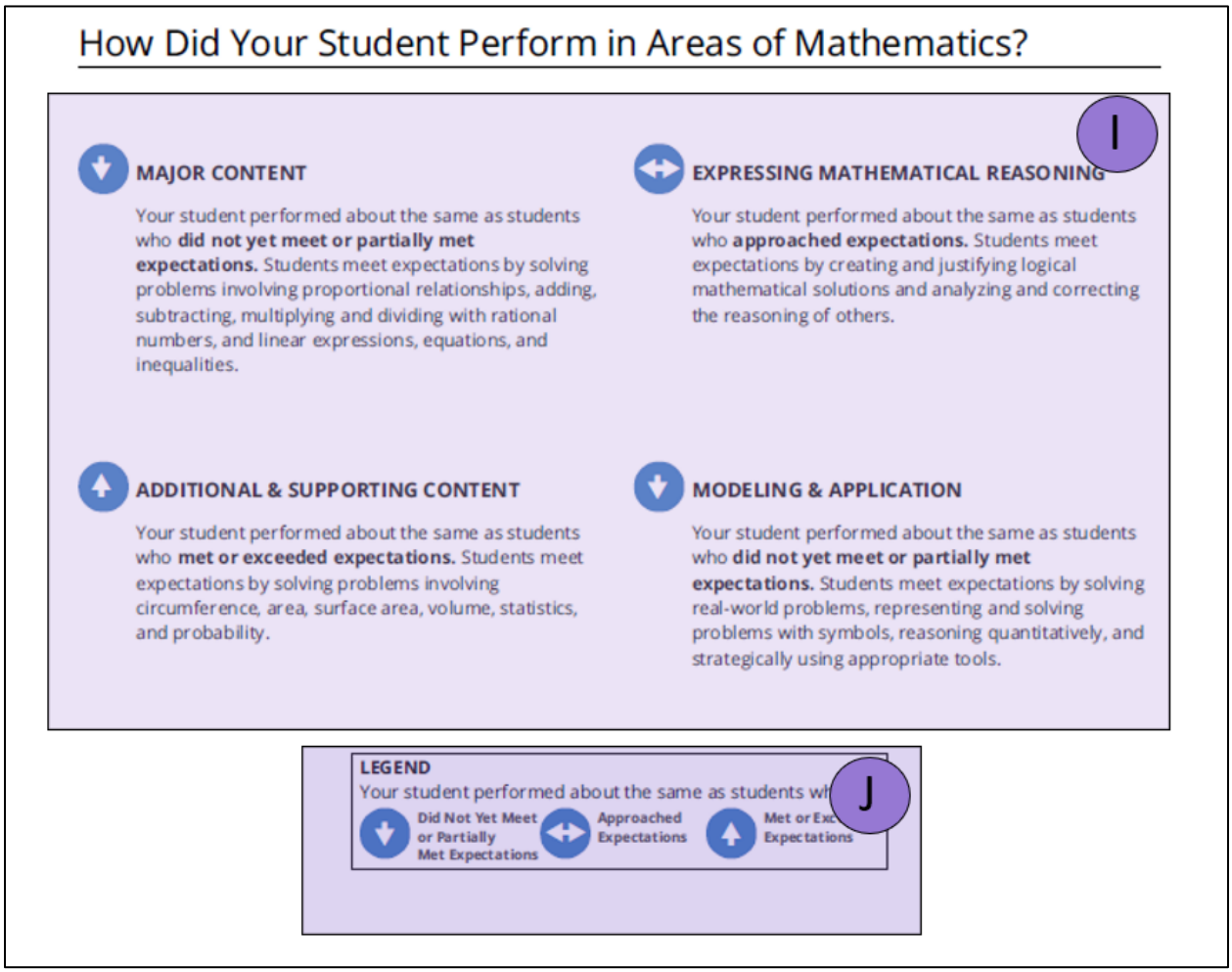
This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

H. Probable Range

No test provides a perfect measurement of proficiency for a student. The standard error of measurement (SEM) provides an estimate of the score range that a student would likely fall within if the student were assessed multiple times under similar circumstances for the same subject. The probable range can be obtained by adding and subtracting the SEM from the scale score (range = scale score ± SEM). The student's score would likely fall within that range about two-thirds of the time.

3.1.3 Performance in Reporting Categories

Figure 22. ISR – Mathematics Sections I–J



I. Subclaim Categories

There are specific skill sets (subclaims) students demonstrate on the NJSLA-M. Each subclaim category includes the header identifying the subclaim, shows an explanatory icon representing the student's performance, and provides an explanation of what students can do to be considered as having met the expectations of the subclaim.

J. Description of Performance Indicator Graphics

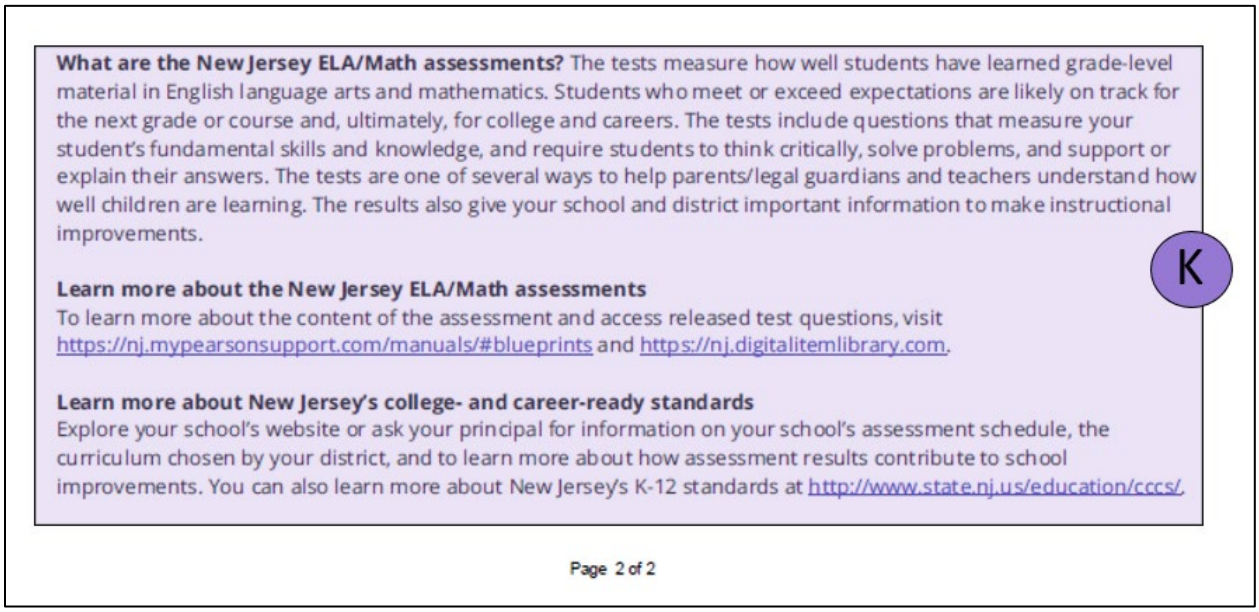
The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance with respect to expectations. These indicate how the student performed in each subclaim area relative to the overall performance of students:

An up arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Met or Exceeded Expectations" category.

A bidirectional arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Approached Expectations" category.

A down arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Did Not Yet Meet or Partially Met Expectations" category.

Figure 23. ISR – Mathematics Section K



What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

K

Learn more about the New Jersey ELA/Math assessments
To learn more about the content of the assessment and access released test questions, visit https://nj.mypearsonsupport.com/manuals/#blueprints and https://nj.digitalitemlibrary.com.

Learn more about New Jersey's college- and career-ready standards
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

Page 2 of 2

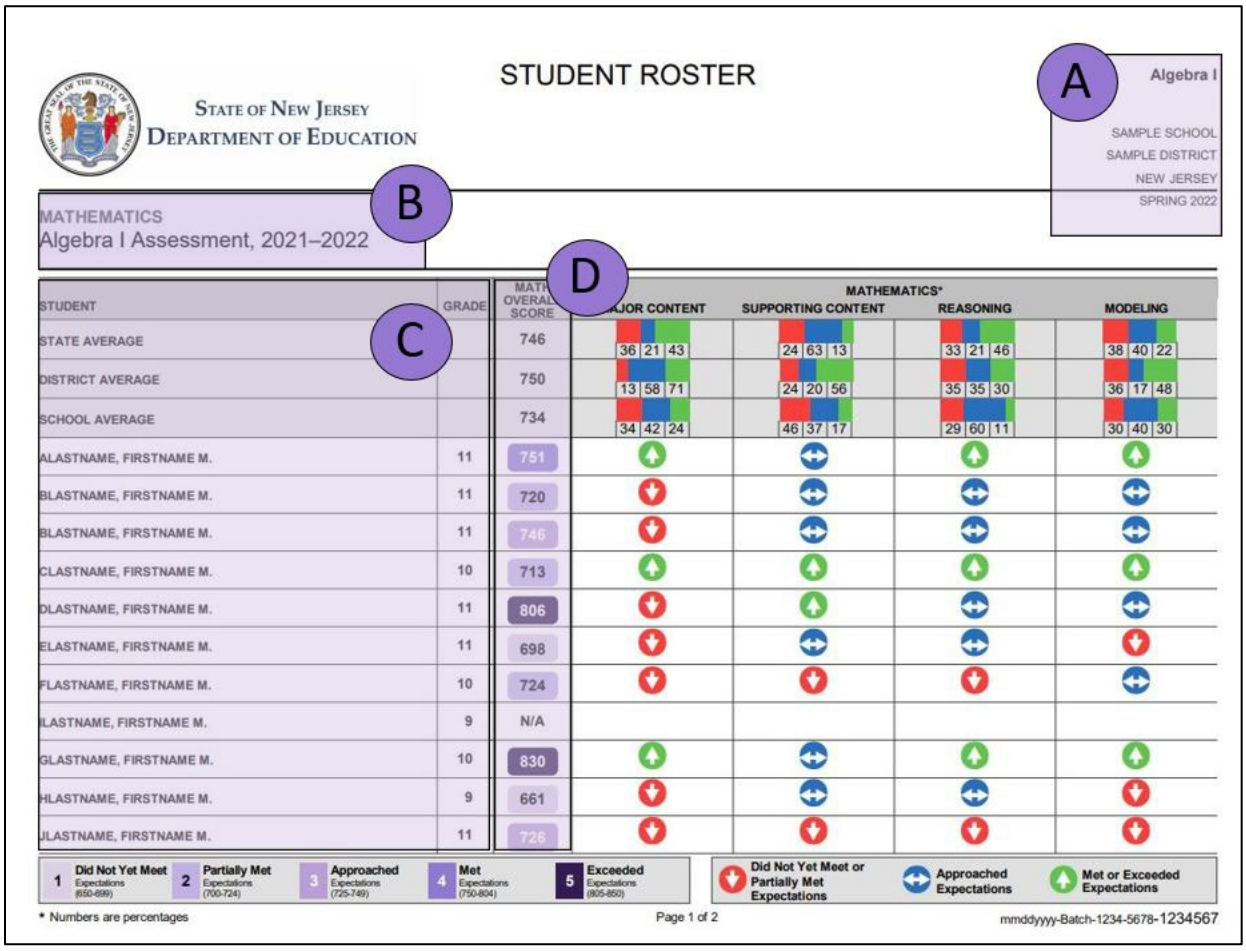
K. Additional Information

Section K of the ISR provides additional information such as a brief description of the NJSLA–M. In addition, students and their parents and guardians are encouraged to learn more about the assessment and associated standards by referencing appropriate weblinks.

3.2 Student Roster Report

The Student Roster is produced at the school level to provide a method of reviewing the test results of all students within a given school. Figures 24 and 25 provide a sample Student Roster. A description of the various components of the report follows.

Figure 24. Student Roster – Mathematics Sections A–D



A. Identification Information

Student Roster Reports list the grade level, school name, district name, and state, and identifies the assessment year.

B. Assessment Information

This section provides the name of the assessment, identifies the content area (mathematics), and reiterates the grade level.

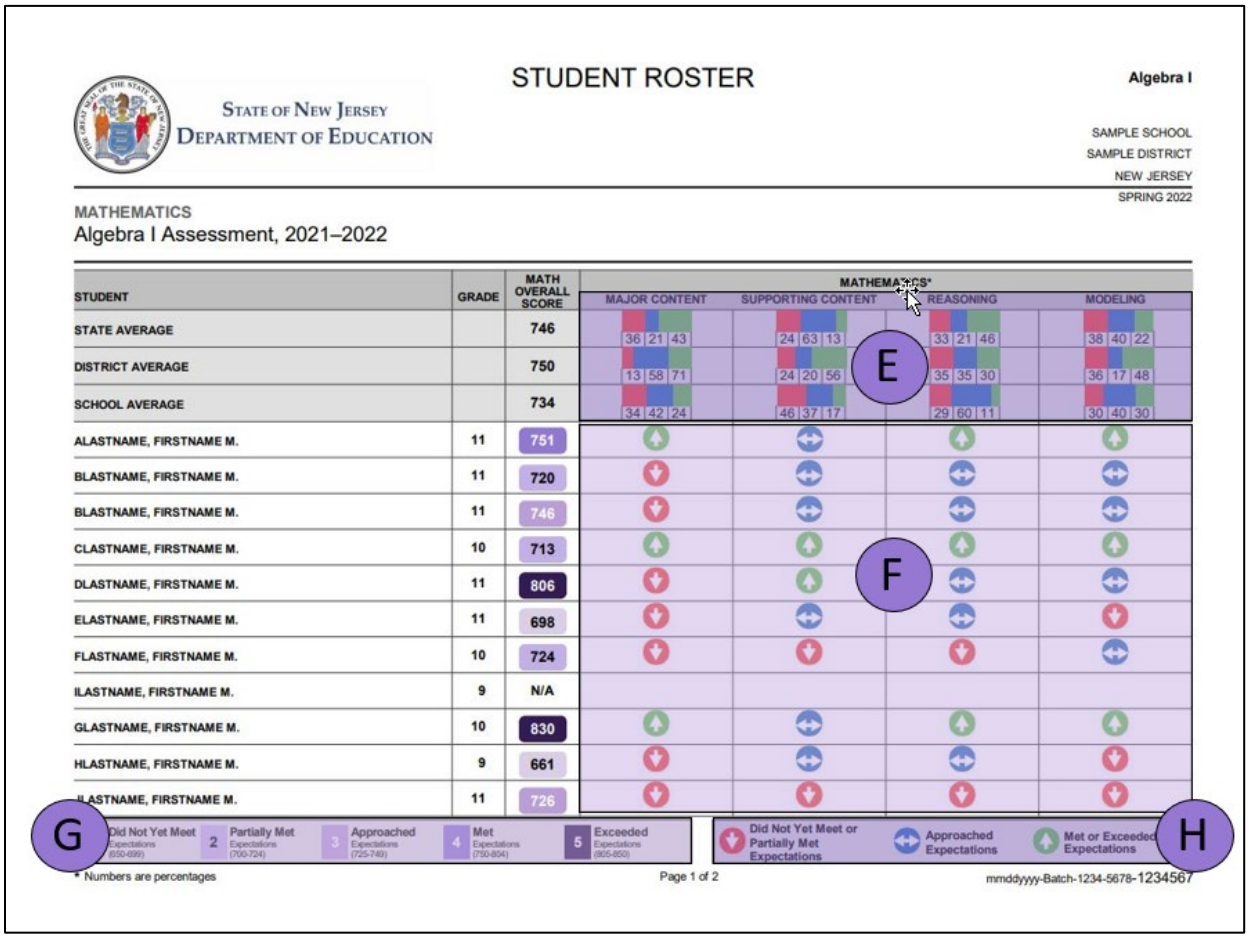
C. Roster of Students

The far-left column of the Student Roster Report identifies the state, the district, and the school before alphabetically listing each student's name. Date of birth, Special Education classification, and English Language Learner status are shown.

D. Scale Score

In this column of the report, the first three rows contain the average scale score for the state, district, and school, followed by the student's overall scale score and performance level. Students receive a numerical score, and, based on that score, are placed in one of five performance levels. Performance levels are indicated by the color highlighting behind the number. Refer to Section G, "Description of Performance-Level Graphics," to identify the color key. (Instead of individual scale scores, some students are designated as being Not Tested or Void. Please see Frequently Asked Questions for an explanation of these categories.)

Figure 25. Student Roster – Mathematics Sections E–H



E. Subclaim Percentages of Students

Specific skill sets (subclaims) that students demonstrate on the NJSLA are provided for mathematics. Each subclaim category includes the header identifying the subclaim and percentages of students in each category.

F. Subclaim Performance Indicators

For each student, this section indicates reporting category performance with respect to overall performance, using the symbols described earlier in this guide.

G. Description of Performance Level Graphics

This graphic illustrates the performance levels and helps to quickly show the performance level for each student's scale score.

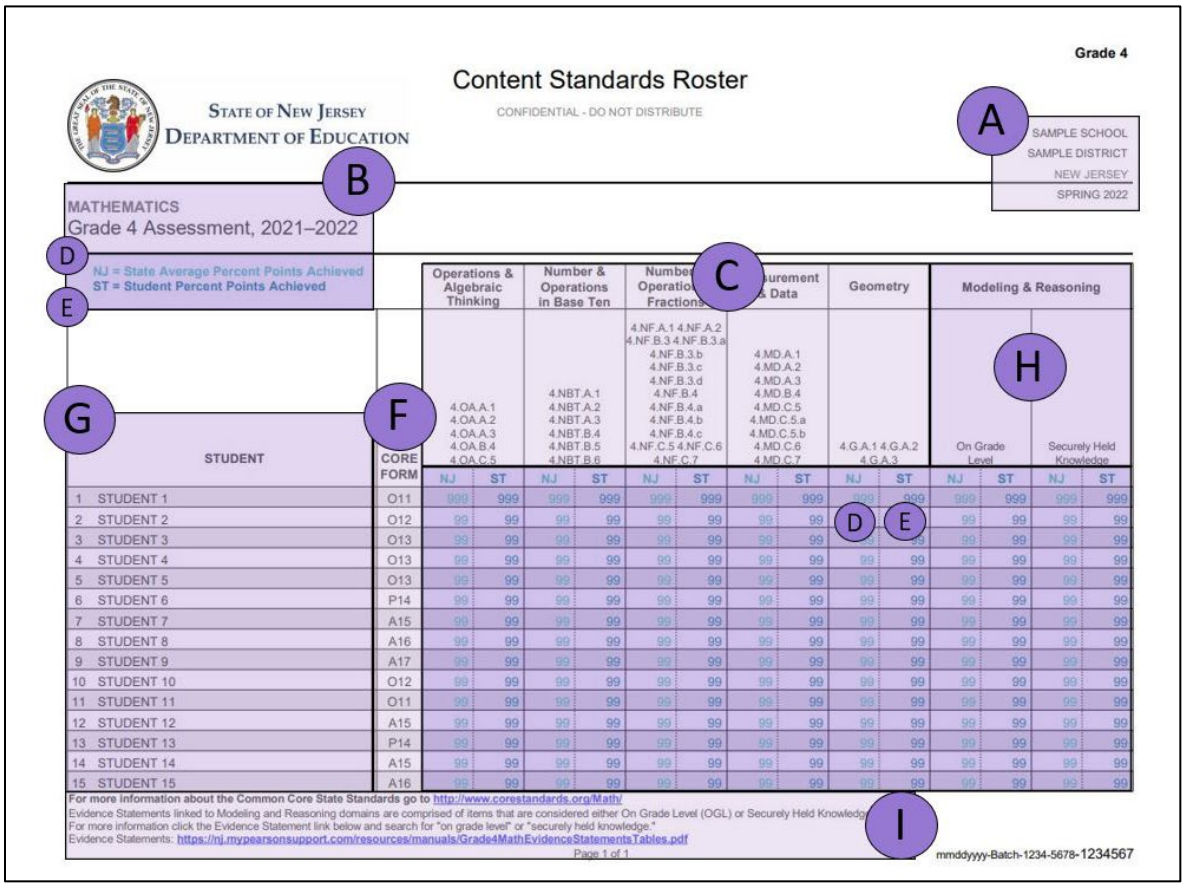
H. Description of Subclaim Indicator Graphics

As noted earlier in this document, symbols are used to identify the broad categories of student performance with respect to expectations.

3.3 Content Standards Roster Report

The NJSLA Content Standards Roster Report for mathematics reports the percentage of points in each grade/course level domain a student got correct based on the Common Core State Standard upon which the Evidence Statements are based. The report is by grade level/course and content area at a school level.

Figure 26. Content Standards Roster – Mathematics



A. School Information

The school name, district, state, and testing administration are provided.

B. Description of Report

The description of the content area (mathematics) assessed, grade level/course assessed, and assessment year are located in this area.

C. Reporting Domains

For the purpose of this report, all operational items are categorized by reporting domain.

For example, in Figure 26, Math grade 4 reports on the domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Numbers and Operations – Fractions, Measurement and Data, and Geometry.

Visit Common Core State Standards for a more descriptive explanation of the standards and their domains.

D. State Average Percent Achieved
This column provides the average percentage achieved for all students in the state with valid scores for each domain at an operational form combination. Domains with fewer than 6 maximum points will have "N/A" listed in this column, not the average percent correct.

E. Student Percent Achieved
This column shows the percentage achieved of the total points possible that each student listed received in each domain and/or standard group. Groups with fewer than 6 maximum points will have "N/A" listed in this column, not the student's percent correct.

F. Core Form
This column indicates the operational core form taken by each student listed for the spring 2022 administration. The form is determined by the core operational form. Form codes starting with the letter P are paper; forms starting with the letter O are online, and forms starting with the letter A are accommodated forms. Subclaim information for all columns (Student Percent Achieved and State Average Percent Achieved) is for that student's individual operational form combination. Comparisons between students cannot be made unless the students took exactly the same core form for the report administration.

G. Student Information
Students will be listed by their last name, then first name in alphabetical order. Students are listed if a valid summative score is available for those students whose score has not been suppressed.

H. Modeling and Reasoning
Mathematics includes Evidence Statements in the category of Modeling and Reasoning. When linked to the Common Core State Standards, Modeling and Reasoning items are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). On Grade Level items are aligned to standards that are the same grade as the grade of the current assessment. For Example, a Grade 3 Math assessment may have Modeling and Reasoning items that are aligned to Grade 3 level standards (3.OA.A, 3.MD.B). These are considered On Grade Level. Securely Held Knowledge items are aligned to standards that are a grade below the grade of the test given. For example, a Grade 3 Math assessment may have Modeling and Reasoning items that are aligned to Grade 2 standards (2.OA.A, 2.MD.B). These are considered Securely Held Knowledge.

I. Additional Information
Links to more detailed information on the Evidence Statements and Common Core State Standards are provided at the bottom of the report.

3.4 Evidence Statement Report

The NJSLA District and School Evidence Statement Analysis Reports are two-page reports that analyze the performance on the NJSLA Evidence Statements at a state, district, and school level for each operational item on the spring 2022 NJSLA. Information is reported for each grade level/course and content area.

3.4.1 Sample District and School Evidence Statement Analysis Report – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

The first report that follows shows an example of a district-level Mathematics report, and the second is a school-level report.

Figure 27. Sample District Evidence Statement Analysis Report Page 1

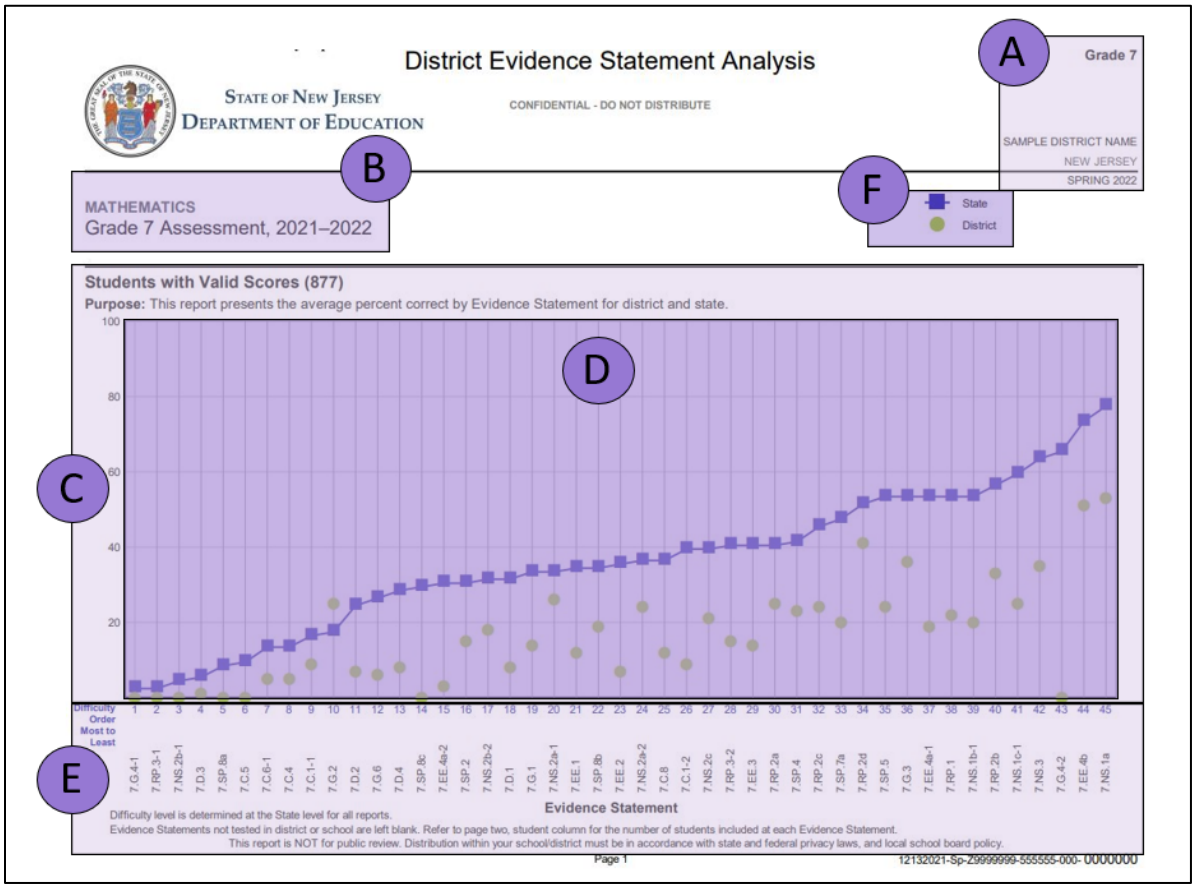
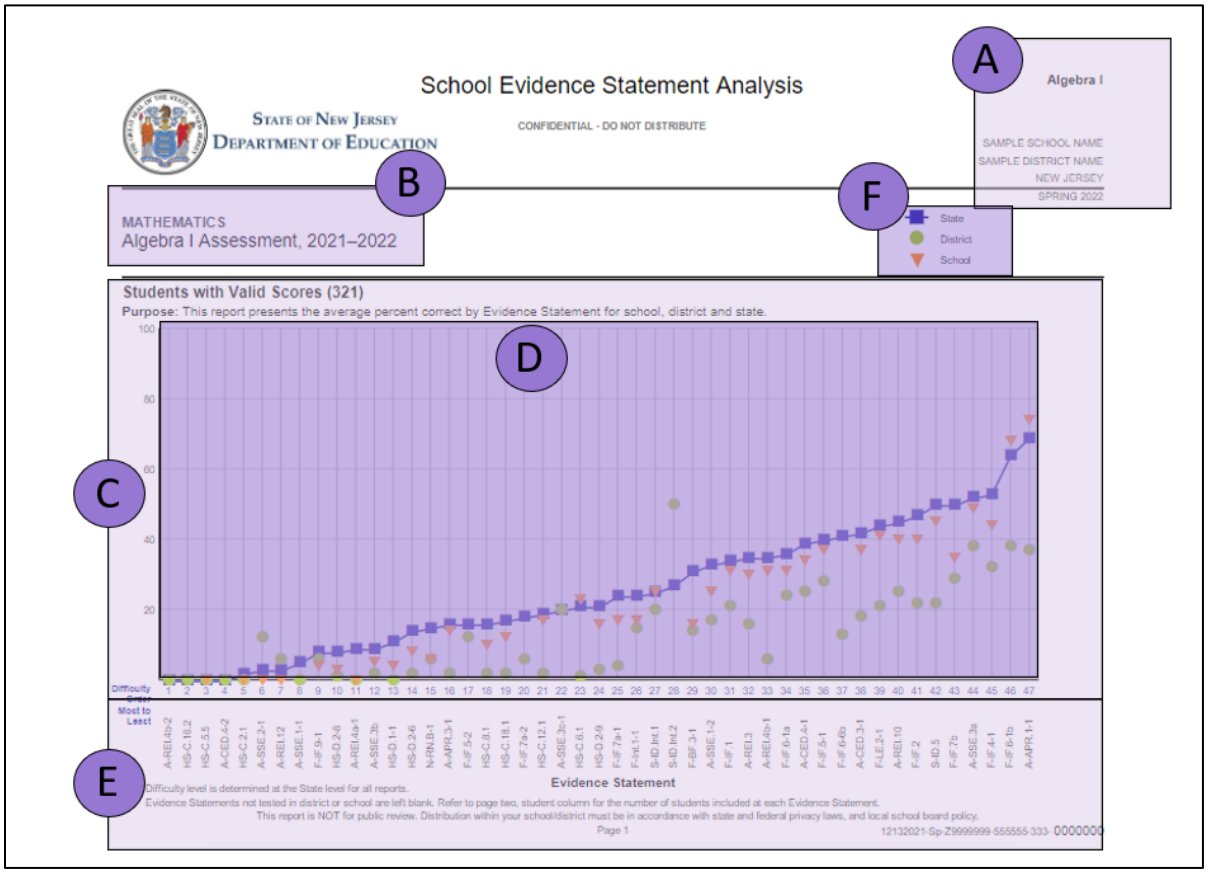


Figure 28. Sample School Evidence Statement Analysis



A. District and School Information
Reports are provided at a district level and for each school associated with that district for the district and school listed on the report.

B. Description of Report
The description of the content area (mathematics) assessed, grade level/course assessed, and assessment year are located in this area.

C. Students with Valid Scores
The report presents the average percentage correct by evidence statement for students who have overall scale scores in the spring 2022 administration.

D. Graph
The average percentage correct by evidence statement level is represented on the chart at a state level, district level, and, for the school report, at a school level. State symbols are connected with a solid line. District and school symbols are not connected because, depending on the form assignment selection taken at the school and district, all evidence statements may not be represented. If an evidence statement is not represented at a school or district level, a symbol will not be listed on the chart for that evidence statement. If a symbol is on the chart at zero percent, this indicates that evidence statement had 0% achieved out of the maximum

points possible for that school or district. Where the placement of the school or district icon indicates a sharp difference from the placement of the state number, it may be wise to check Item E on the other side of the form to find out whether the local number is based upon very few students.

E. Evidence Statement and Difficulty Order

Items on the NJSLA–M are written to evidence statements, which are based on the Common Core State Standards. Each operational item on the assessment is aligned to an evidence statement. The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items at the State level. Evidence statements where the material is considered more difficult when the ratio is low between average points and maximum points possible are considered the more difficult categories.

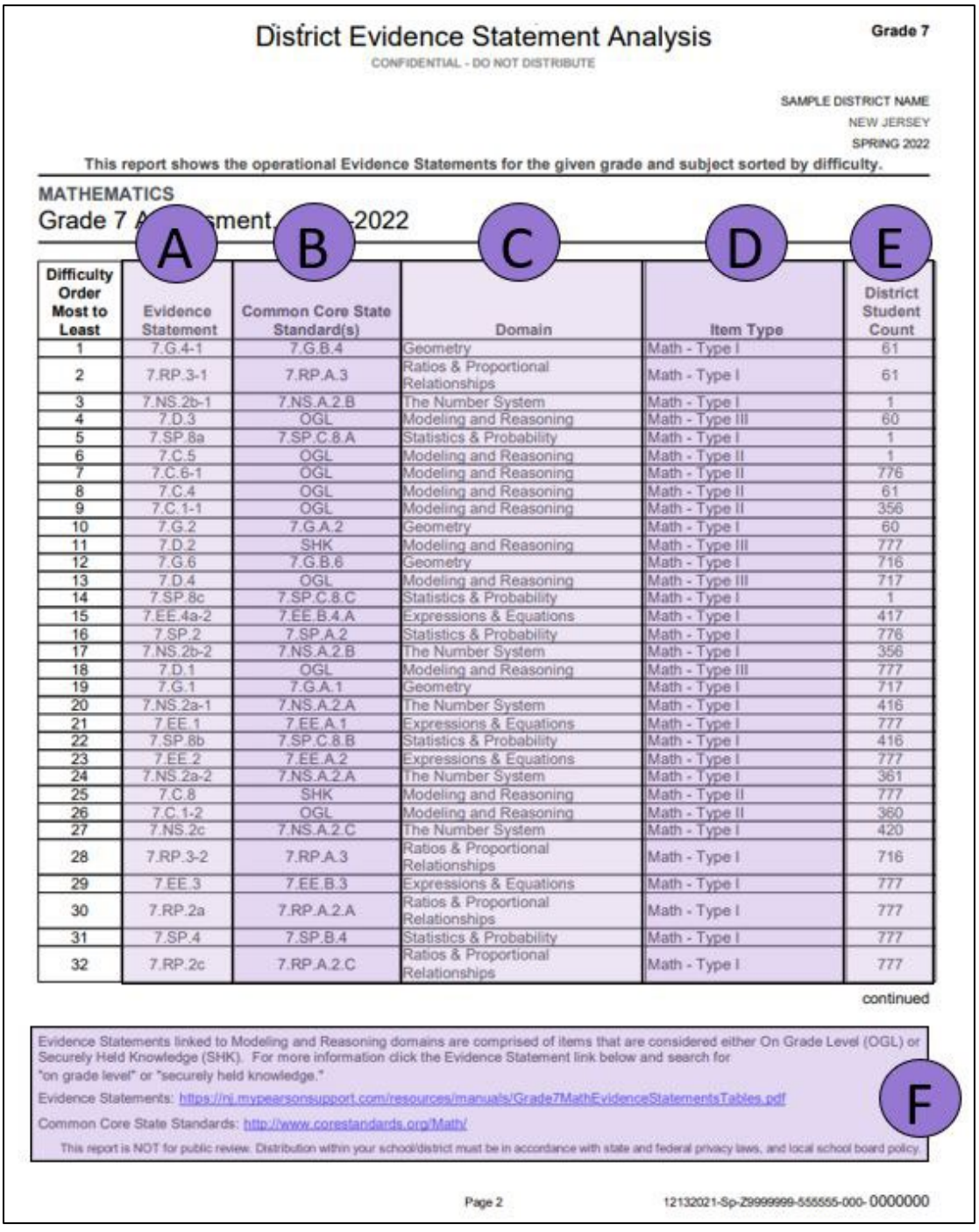
F. Legend

The legend for this graph provides a symbol for State and District, and the School Evidence Statement also includes School values.

3.4.2 Sample District and School Evidence Statement Analysis Report – Page 2

Page 2 of the District and School Evidence Statement Analysis Report links the Evidence Statements to the Common Core State Standard(s) upon which they are based.

Figure 29. Sample District Evidence Statement Analysis



District Evidence Statement Analysis

Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2022

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

MATHEMATICS

Grade 7 A[illegible]sment[illegible]2022

A B C D E

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	7.G.4-1	7.G.B.4	Geometry	Math - Type I	61
2	7.RP.3-1	7.RP.A.3	Ratios & Proportional Relationships	Math - Type I	61
3	7.NS.2b-1	7.NS.A.2.B	The Number System	Math - Type I	1
4	7.D.3	OGL	Modeling and Reasoning	Math - Type III	60
5	7.SP.8a	7.SP.C.8.A	Statistics & Probability	Math - Type I	1
6	7.C.5	OGL	Modeling and Reasoning	Math - Type II	1
7	7.C.6-1	OGL	Modeling and Reasoning	Math - Type II	776
8	7.C.4	OGL	Modeling and Reasoning	Math - Type II	61
9	7.C.1-1	OGL	Modeling and Reasoning	Math - Type II	356
10	7.G.2	7.G.A.2	Geometry	Math - Type I	60
11	7.D.2	SHK	Modeling and Reasoning	Math - Type III	777
12	7.G.6	7.G.B.6	Geometry	Math - Type I	716
13	7.D.4	OGL	Modeling and Reasoning	Math - Type III	717
14	7.SP.8c	7.SP.C.8.C	Statistics & Probability	Math - Type I	1
15	7.EE.4a-2	7.EE.B.4.A	Expressions & Equations	Math - Type I	417
16	7.SP.2	7.SP.A.2	Statistics & Probability	Math - Type I	776
17	7.NS.2b-2	7.NS.A.2.B	The Number System	Math - Type I	356
18	7.D.1	OGL	Modeling and Reasoning	Math - Type III	777
19	7.G.1	7.G.A.1	Geometry	Math - Type I	717
20	7.NS.2a-1	7.NS.A.2.A	The Number System	Math - Type I	416
21	7.EE.1	7.EE.A.1	Expressions & Equations	Math - Type I	777
22	7.SP.8b	7.SP.C.8.B	Statistics & Probability	Math - Type I	416
23	7.EE.2	7.EE.A.2	Expressions & Equations	Math - Type I	777
24	7.NS.2a-2	7.NS.A.2.A	The Number System	Math - Type I	361
25	7.C.8	SHK	Modeling and Reasoning	Math - Type II	777
26	7.C.1-2	OGL	Modeling and Reasoning	Math - Type II	360
27	7.NS.2c	7.NS.A.2.C	The Number System	Math - Type I	420
28	7.RP.3-2	7.RP.A.3	Ratios & Proportional Relationships	Math - Type I	716
29	7.EE.3	7.EE.B.3	Expressions & Equations	Math - Type I	777
30	7.RP.2a	7.RP.A.2.A	Ratios & Proportional Relationships	Math - Type I	777
31	7.SP.4	7.SP.B.4	Statistics & Probability	Math - Type I	777
32	7.RP.2c	7.RP.A.2.C	Ratios & Proportional Relationships	Math - Type I	777

continued

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

Evidence Statements: https://nj.mypearsonsupport.com/resources/manuals/Grade7MathEvidenceStatementsTables.pdf

Common Core State Standards: http://www.corestandards.org/Math/

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

F

Page 2

12132021-Sp-Z9999999-555555-000- 0000000

A. Evidence Statement
Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Common Core State Standard(s)
The third column lists the Common Core State Standard(s) linked to the Evidence Statement. For those statements that are considered Modeling & Reasoning—On Grade Level or Securely Held Knowledge, that verbiage is indicated on the chart on page 2.

C. Domain
For the purposes of this report, all operational items are categorized by reporting domain. The domain level is listed in this column.

D. Item Type
The item type column includes all item types for the items included in each Evidence Statement category. Math item types are Math—Type I (tasks assessing concepts, skills, and procedures), Math—Type II (tasks assessing expressing mathematical reasoning), and Math—Type III (tasks assessing modeling/applications). Type II and Type III items could also have a Type I component.

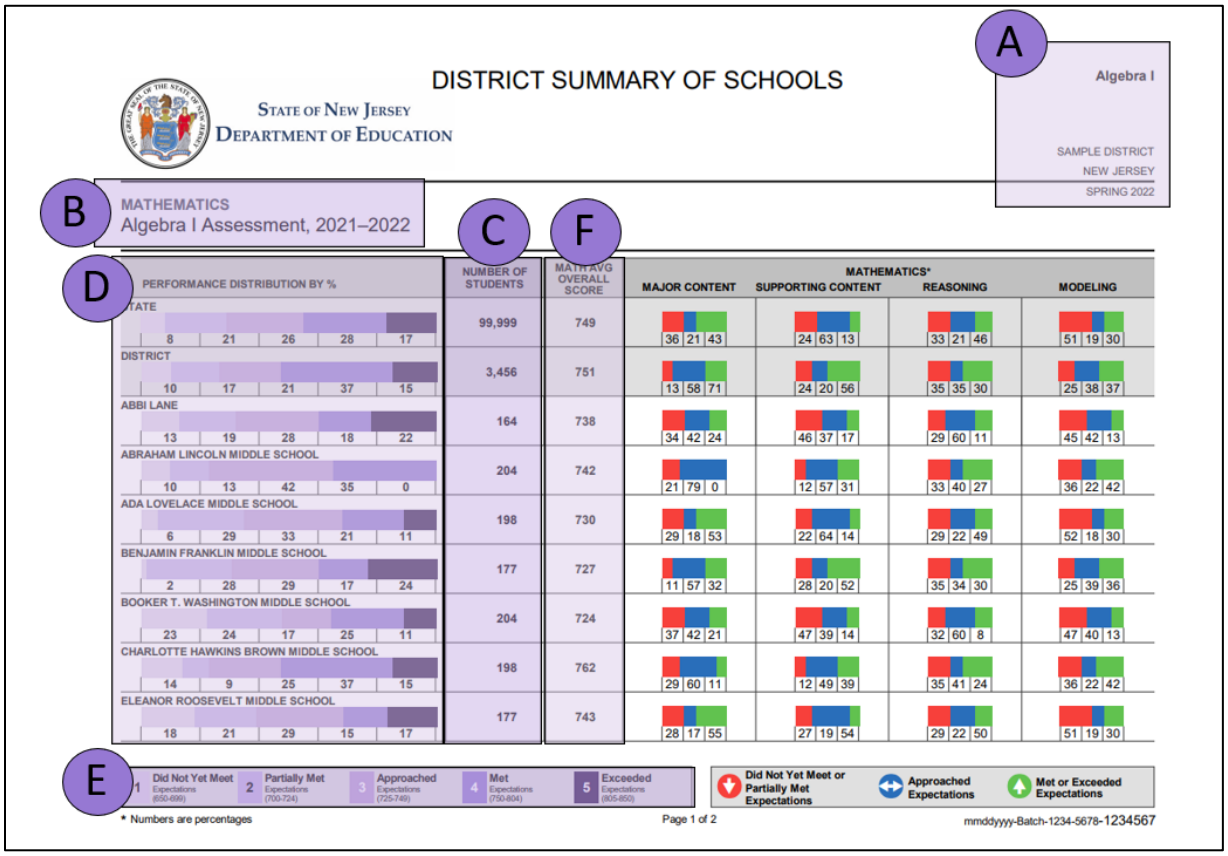
E. Student Count
The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in column A. The count may differ by row, as there are different forms of the assessment, and not all forms include all items or evidence statements. Sometimes when only a very small number of students in a school or district take a form containing an item related to a particular evidence statement, the district or school performance on the evidence statement in the graph on the other side of the form can appear very different from the state performance.

F. Additional Information
Links to more detailed information on the New Jersey Evidence Statements and Common Core State Standards are provided at the bottom of the report.

3.5 School and District Summary Report

Test results contained in school- and district-level reports can provide meaningful information for educational program reviews.

Figure 30. Sample District Summary of Schools – Mathematics Sections A—F



A. Identification Information

District Summary of Schools Reports list the grade level/course, district name, state, and assessment administration.

B. Assessment Information

The report heading provides the content area (mathematics) assessed, grade level/course, and assessment year.

C. Number of Students

The first two rows contain the number of students included in reporting at the state and district levels. Subsequent rows contain the number of students included in reporting at each school within the district.

D. Percentage of Students at Each Performance Level

The first column of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each section of the graph represents a performance level, from Level 1 on the left through Level 5 on the right. The numerical values

appearing below the graph indicate the percentage of students in Performance Levels 1 through 5, left to right, respectively. Due to rounding, percentages may not total 100%. The name of the school is listed in each row above the graph.

Note: In most cases, numbers will **not** appear centered under each of the graphs highlighted in Section D.

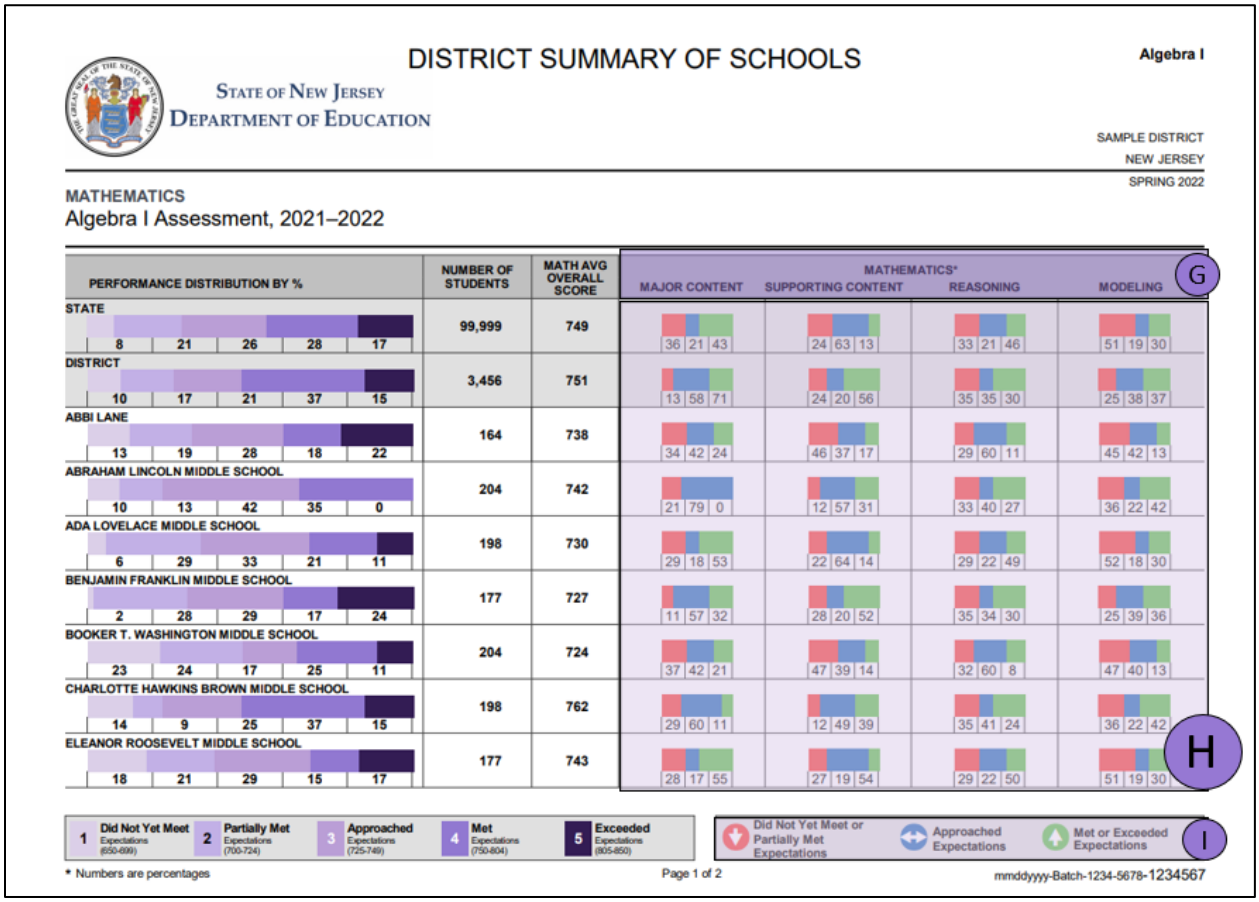
E. Description of Performance Level Graphics

This graphic illustrates the performance levels.

F. Average Overall Scale Score

This column of the report provides the average overall scale score (refer to **Section 3.5**) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

Figure 31. Sample District Summary of Schools – Mathematics Sections G-I



G. Subclaim Category

Specific skill sets that students demonstrate on the NJSLA, or subclaims, are provided for mathematics. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school percentages.

H. Subclaim Performance Indicators

This area represents how well the students performed in a subclaim category. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale.

For District Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subclaim.

- The green section (right section) of the graph for the specified subclaim indicates that the students performed comparable to students in this subclaim to students who "Met or Exceeded Expectations," on the overall form, meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- The blue section (middle section) of the graph for the specified subclaim indicates that the students performed comparable to students in this subclaim to students who "Approached Expectations," on the overall form, meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- The red section (left section) of the graph for the specified subclaim indicates that the students performed comparable to students in this subclaim to students who "Did Not Yet Meet or Partially Met Expectations," on the overall form, meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

On District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who did not yet meet, partially met, approached, or met/exceeded expectations on the overall form. The numerical values appearing below the graph indicate the percentage of students performing at that level. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will **not** appear centered under each color in the graphs highlighted in Section H.

I. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is illustrated with an explanatory icon. Subclaim performance is reported using the following performance indicators.

 Met or Exceeded Expectations is represented by an up arrow.

 Approached Expectations is represented by a bidirectional arrow.

 Did Not Yet Meet or Partially Met Expectations is represented by a down arrow.

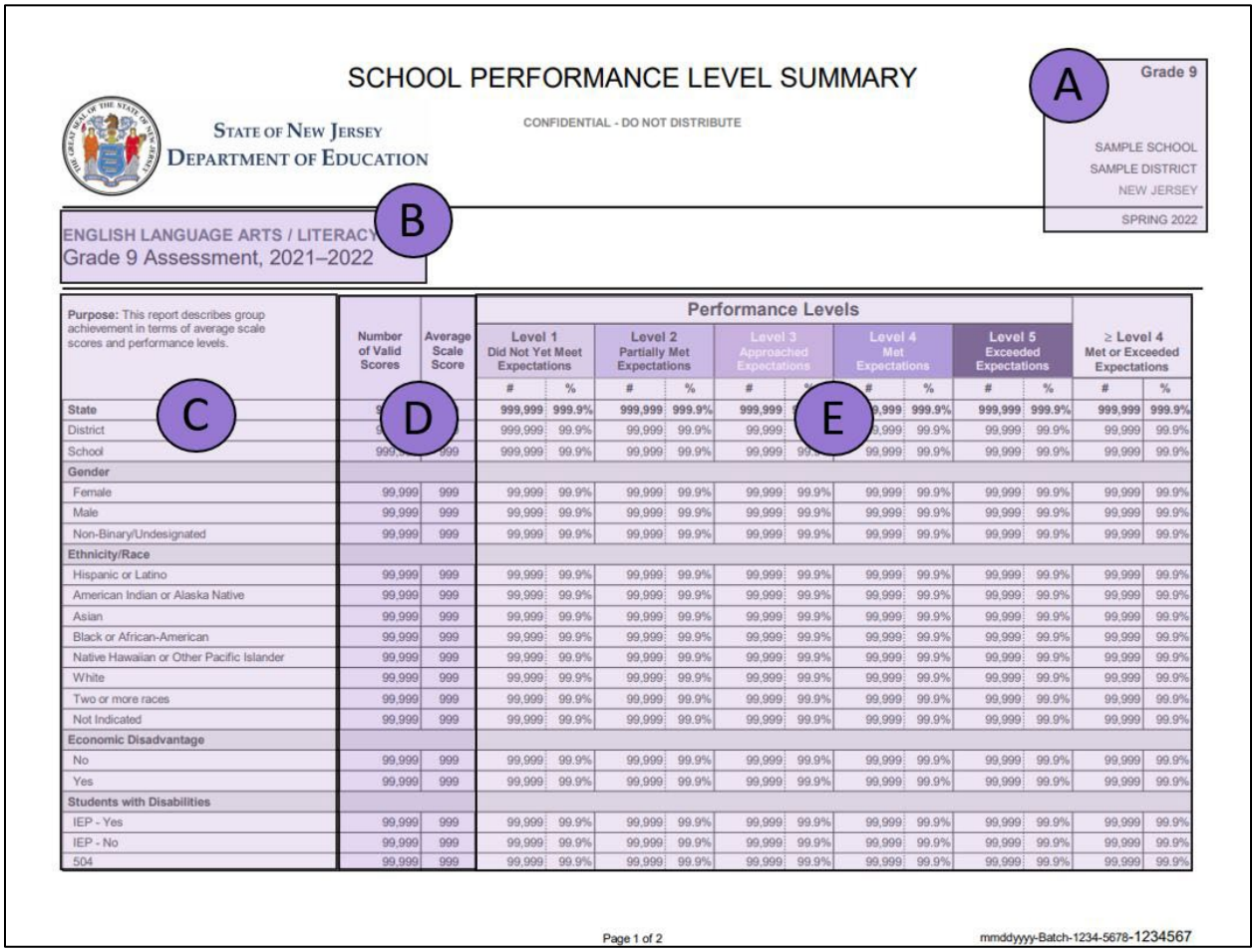
3.6 District and School Performance Level Summary Report

The School and District Performance Level Summary Reports offer an overall picture of student performance in a school or district by demographic group. Samples of the School Performance Level Summary are provided in Figures 32 and 33. Groups reported include:

- Gender (Male, Female, Non-binary)
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated)
- Students with Disabilities (IEP, 504)
- English Language Learner (Current EL, Former EL)
- Other (Economically Disadvantaged, Homeless, Migrant)

A description of the individual report components follows.

Figure 32. Sample School Performance Level Summary – Page 1 Sections A–E



SCHOOL PERFORMANCE LEVEL SUMMARY

A

Grade 9

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL
SAMPLE DISTRICT
NEW JERSEY

SPRING 2022

B

ENGLISH LANGUAGE ARTS / LITERACY
Grade 9 Assessment, 2021–2022

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
State			999,999	999.9%	999,999	999.9%	999,999			999.9%	999,999	999.9%	999,999	999.9%
District			999,999	99.9%	99,999	99.9%	99,999			99.9%	99,999	99.9%	99,999	99.9%
School	999	999	999,999	99.9%	99,999	99.9%	99,999			99.9%	99,999	99.9%	99,999	99.9%
Gender														
Female	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Male	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Non-Binary/Undesignated	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Ethnicity/Race														
Hispanic or Latino	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
American Indian or Alaska Native	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Asian	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Black or African-American	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Native Hawaiian or Other Pacific Islander	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
White	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Two or more races	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Not Indicated	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Economic Disadvantage														
No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Students with Disabilities														
IEP - Yes	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
IEP - No	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
504	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

C

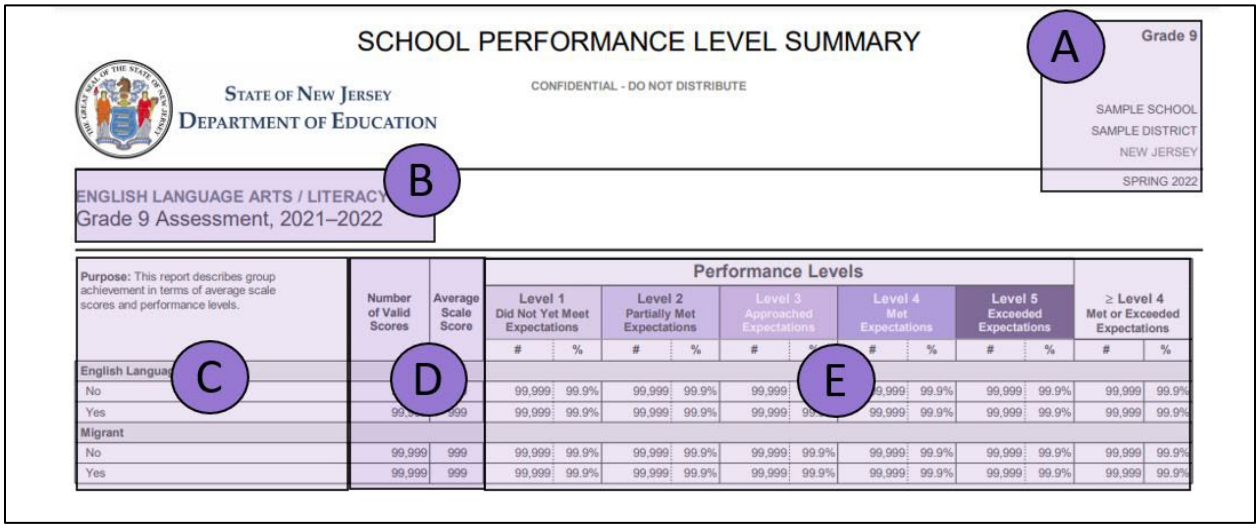
D

E

Page 1 of 2

mmddyyyy-Batch-1234-5678-1234567

Figure 33. Sample School Performance Level Summary – Page 2 Sections A–E



A. Identification Information
This section provides the school and/or district name, grade level, and assessment year.

B. Content Area and Grade Level/Course
The content area of the report, the grade level/course of the assessment, and the administration year are identified.

C. Demographic and Program Categories and Student Groups
Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the "not indicated" student group.

D. Group Counts and Means
This section displays:

- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored)
- Average Scale Score (of those students with valid scale scores)

E. Performance Level Results
This section of the report contains total performance level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level. The final two columns on the right indicate the number and percentage of students with scale scores falling into the two levels that, when combined, indicate proficiency. For Geometry and Algebra II, Level 3 is also considered meeting graduation requirements.

3.7 Assessment Results Summary Report

For spring 2022 NJSLA, districts will be provided with an additional report, Assessment Results Summary Report, designed to provide organization level summary data by grade, by demographic, or by student or reporting group dynamically within PearsonAccess^{next}. A separate guide for this new report will be available to districts in the fall on the New Jersey Assessments Resource Center under Educator Resources > Educator Reporting Resources.

Part 4: Science Assessment

4.1 Individual Student Report (ISR)

The New Jersey Student Learning Assessment–Science (NJSLA–S) measures student proficiency in scientific and engineering practices (SEPs) in the context of crosscutting concepts (CCCs) and disciplinary core ideas (DCIs). The SEPs, CCCs, and DCIs are the three different types of science standards that are included in the NJSLS. Scientific and engineering practices are essential strategies, like "Developing and Using Models," that scientists and engineers use to do their jobs. Crosscutting concepts are general concepts, such as "Patterns" or "Cause and Effect," that are useful in understanding any branch of science. Disciplinary core ideas are overarching ideas, such as "Matter and Its Interactions," that are fundamental to understanding science. Because all three types of standards are interconnected, they reinforce understanding of each other.

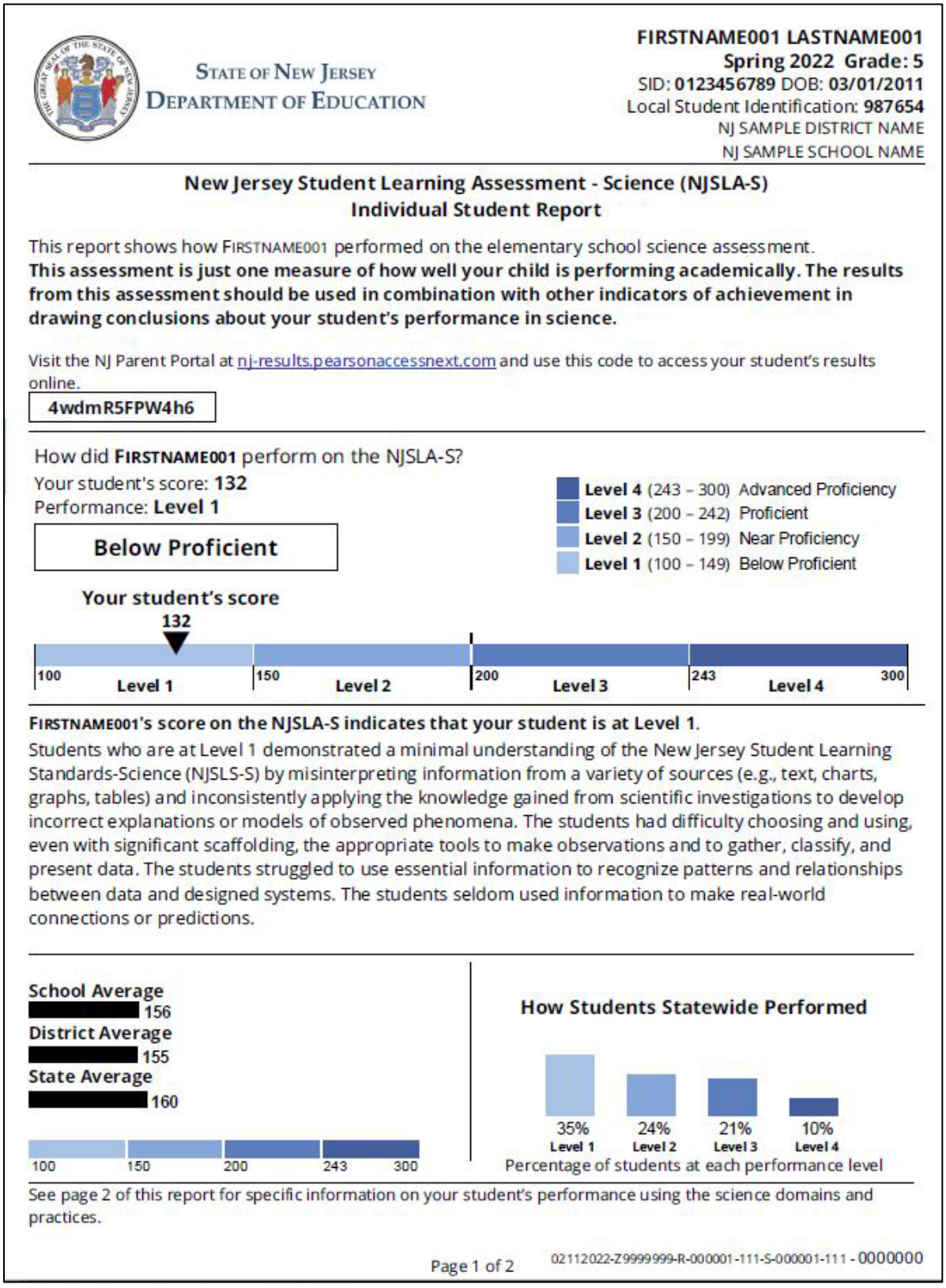
The Individual Student Reports (ISRs) provide data that may be used to help identify student strengths and needs. The ISR, a sample of which is depicted in Figures 34 and 35, is a two-sided report that presents a student's scale score and performance level, indicating their overall performance on the NJSLA–S and the extent to which they meet or do not meet the state standards. The NJSLA–S divides students into four performance levels.

- Level 4: Advanced Proficiency
- Level 3: Proficient
- Level 2: Near Proficiency
- Level 1: Below Proficiency

Students performing at Level 3 and Level 4 are considered proficient and above; they demonstrate an appropriate or exemplary understanding of the science standards. Students performing at Level 1 and Level 2 are considered to be below the state minimum level of proficiency. They demonstrate a minimal or partial understanding of the standards. Students at these performance levels may need additional instructional support, which could be in the form of individual or programmatic intervention.

The ISR also provides more specific information on the student's performance with respect to the subscores discussed in **Section 1.5.3**. Related DCIs are grouped into three domains: Earth & Space Science, Life Science, and Physical Science. Likewise, the SEPs are grouped into Investigating Practices, Sensemaking Practices, and Critiquing Practices. Subscores for the three domains and three types of practices are shown on the ISR and other score reports. A description of the different components of the ISR follows.

Figure 34. Sample ISR – Science Page 1



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME001 LASTNAME001
Spring 2022 Grade: 5
SID: **0123456789** DOB: **03/01/2011**
Local Student Identification: **987654**
NJ SAMPLE DISTRICT NAME
NJ SAMPLE SCHOOL NAME

New Jersey Student Learning Assessment - Science (NJSLA-S)
Individual Student Report

This report shows how FIRSTNAME001 performed on the elementary school science assessment.
This assessment is just one measure of how well your child is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in science.

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.

4wdmR5FPW4h6

How did **FIRSTNAME001** perform on the NJSLA-S?

Your student's score: **132**
Performance: **Level 1**

Below Proficient

Level 4 (243 – 300) Advanced Proficiency
Level 3 (200 – 242) Proficient
Level 2 (150 – 199) Near Proficiency
Level 1 (100 – 149) Below Proficient

Your student's score
132

100 **Level 1** 150 **Level 2** 200 **Level 3** 243 **Level 4** 300

FIRSTNAME001's score on the NJSLA-S indicates that your student is at Level 1.
Students who are at Level 1 demonstrated a minimal understanding of the New Jersey Student Learning Standards-Science (NJSLS-S) by misinterpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incorrect explanations or models of observed phenomena. The students had difficulty choosing and using, even with significant scaffolding, the appropriate tools to make observations and to gather, classify, and present data. The students struggled to use essential information to recognize patterns and relationships between data and designed systems. The students seldom used information to make real-world connections or predictions.

School Average 156
District Average 155
State Average 160

100 150 200 243 300

How Students Statewide Performed

35% **Level 1** 24% **Level 2** 21% **Level 3** 10% **Level 4**

Percentage of students at each performance level

See page 2 of this report for specific information on your student's performance using the science domains and practices.

Page 1 of 2 02112022-Z9999999-R-000001-111-S-000001-111 - 0000000

Figure 35. Sample ISR – Science Page 2

How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

≈ Earth & Space Science

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

≈ Investigating Practices

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

✓ Life Science

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

✓ Sensemaking Practices

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

✓ Physical Science

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

! Critiquing Practices

Your student's performance is **Below Expectations**.

A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.

LEGEND

! Below Expectations | ≈ Near/Met Expectations | ✓ Above Expectations

How will my student's school use the test results?
Results from the test give your student's teacher information about their academic performance. The results also give your school and school district important information to make improvements to the education program.

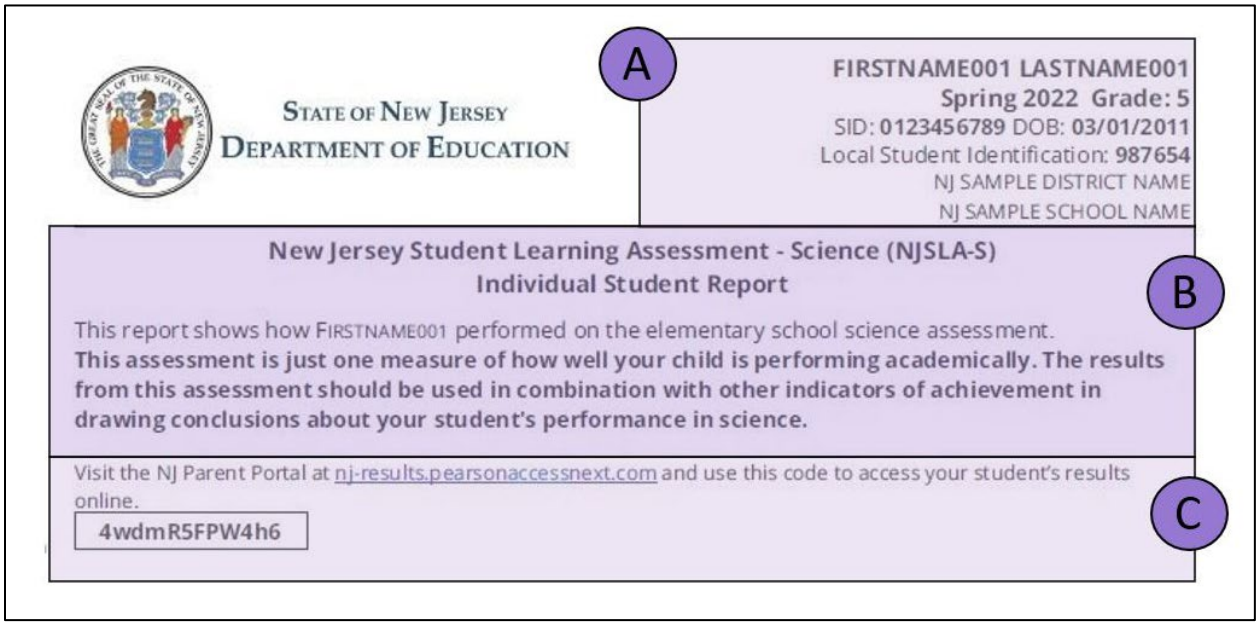
Learn more about the New Jersey Student Learning Assessment — Science
For more information about the assessment, sample questions, practice tests, and the Score Interpretation Guide (SIG) for this report please visit www.measinc.com/nj/science.

Learn More about the New Jersey Learning Standards
Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at https://www.nj.gov/education/aps/cccs/science/.

Page 2 of 2

4.1.1 General Information

Figure 36. ISR – Science Sections A–C



A. Identification Information

The upper right area of this section provides identification information about the student (i.e., name, grade, date of birth, student identification number), the school district (or charter or Renaissance school), and the assessment year.

B. Description of Report

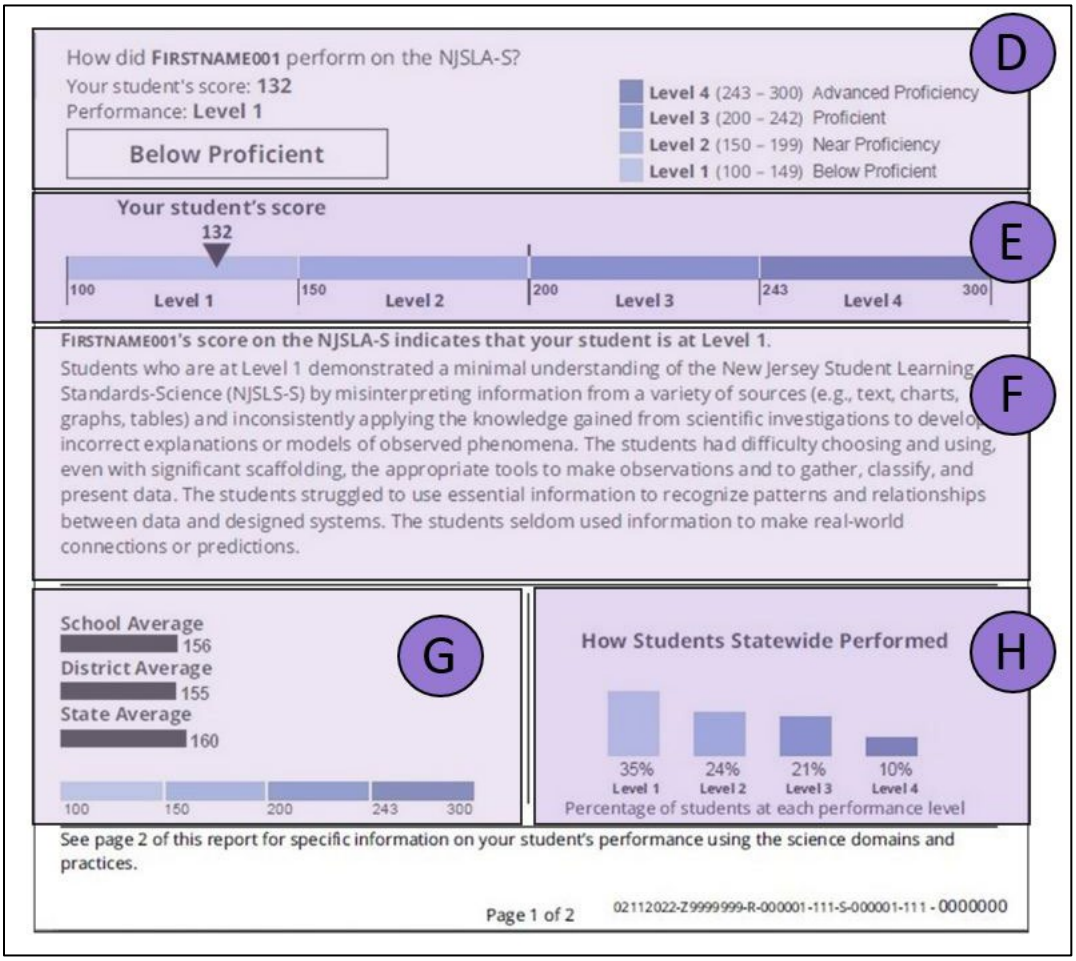
To the left below the identification information, the description of the report provides the grade and content area (science) assessed. It also provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

The Parent Portal can be used by parents and guardians to view individual student test results. They will use the code printed on the ISR to access their students' results online.

4.1.2 Overall Assessment Scores

Figure 37. ISR – Science Sections D–H



D. Scale Score and Performance Level

Section D identifies the student's scale score (refer to **Section 1.5.2**) and associated performance level. Students receive an overall scale score, and, based on that score, are placed in one of four performance levels for science. When applicable, this section indicates why a student did not receive a scale score. Please see **Section 5.0,** Frequently Asked Questions, for more details.

E. Graphical Representation of Overall Performance: Scale Score and Performance Level

This graphic provides an illustration of the four performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach performance level varies by grade. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

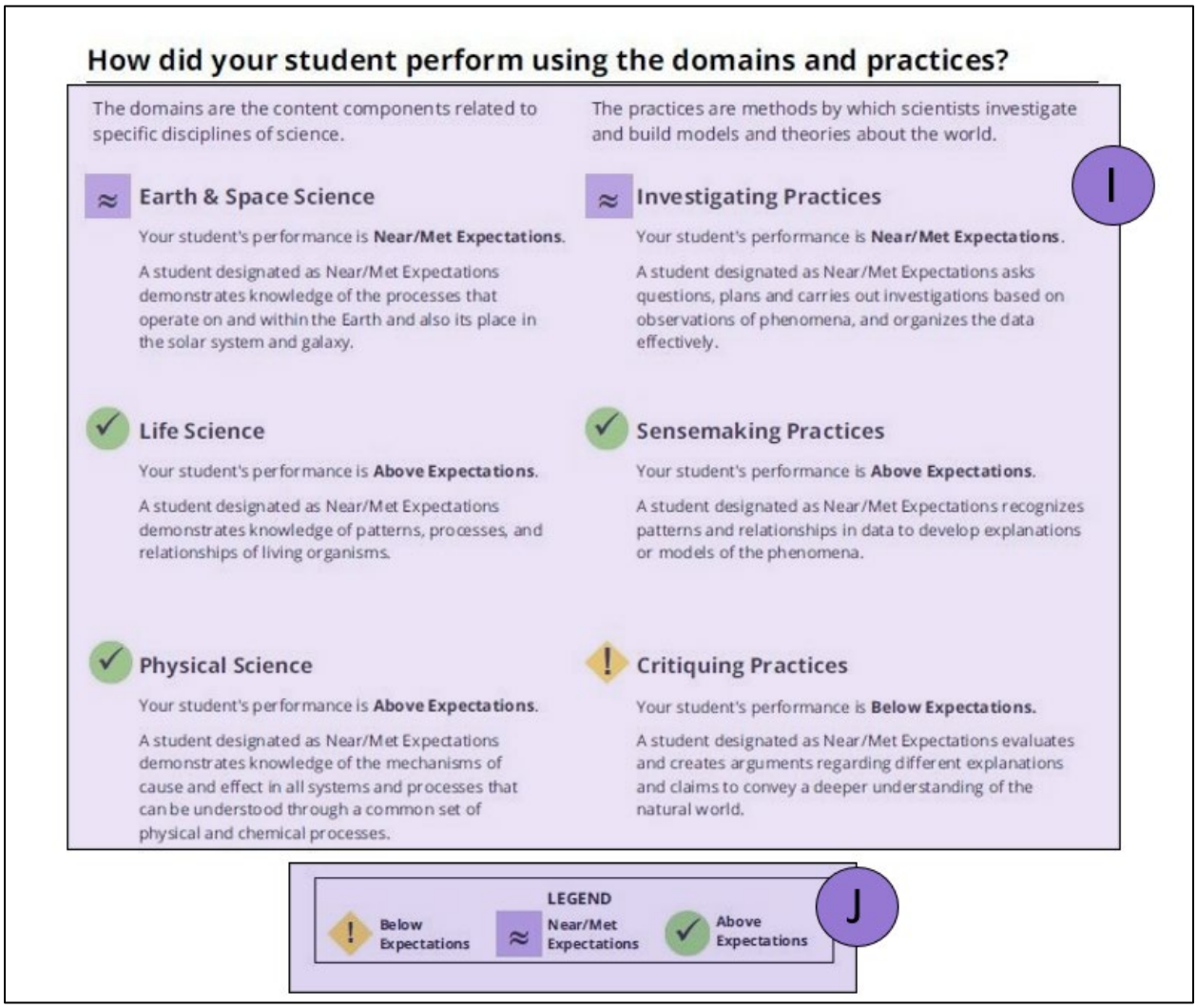
F. Description of Level
Below the graphic representation of the scale score is a brief description of students at the associated performance level.

G. Average of School, District, and State
The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade and content area.

H. Performance Level Percentages
This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

4.1.3 Performance in Reporting Categories

Figure 38. ISR – Science Sections I–J



I. Performance by Domain and Practice

This section describes the student's performance in each domain or practice. The *domains* are the overarching scientific fields of study within which fall the disciplinary core ideas, while the *practices* refer to the techniques and procedures that cut across all the domains. The domains form subjects of separate science courses; the practices are the methodologies applied to those subjects. Every test question is designed to measure two standards, one drawn from a domain and one from a practice.

J. Description of Performance Indicator Graphics

The symbols shown on page 2 of the ISR provide graphical representations of information about how students did with respect to the domains and practices that the NJSLA–S comprises. For each of the domains and practices:

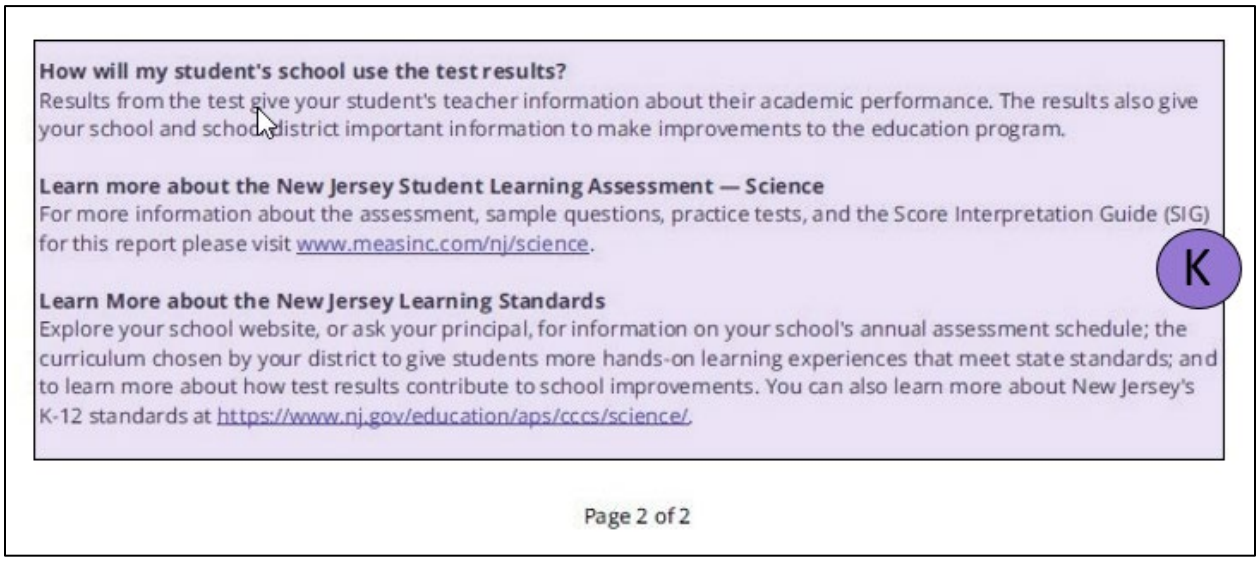
A check mark in a green circle indicates a student's performance in this scientific domain or practice is in the "Above Expectations" category.

A double tilde in a purple square indicates a student's performance in this scientific domain or practice is in the "Near/Met Expectations" category.

An exclamation point in a yellow diamond indicates a student's performance in this scientific domain or practice is in the "Below Expectations" category.

Although these graphical representations permit a more targeted view of a student's performance, it is important to keep in mind that both domain- and practice-level results are, by definition, based on smaller numbers of items than is the test as a whole. Consequently, data at this more granular level are less precise than are overall scale scores, and individual student-level inferences should be made with caution.

Figure 39. ISR – Science Section K



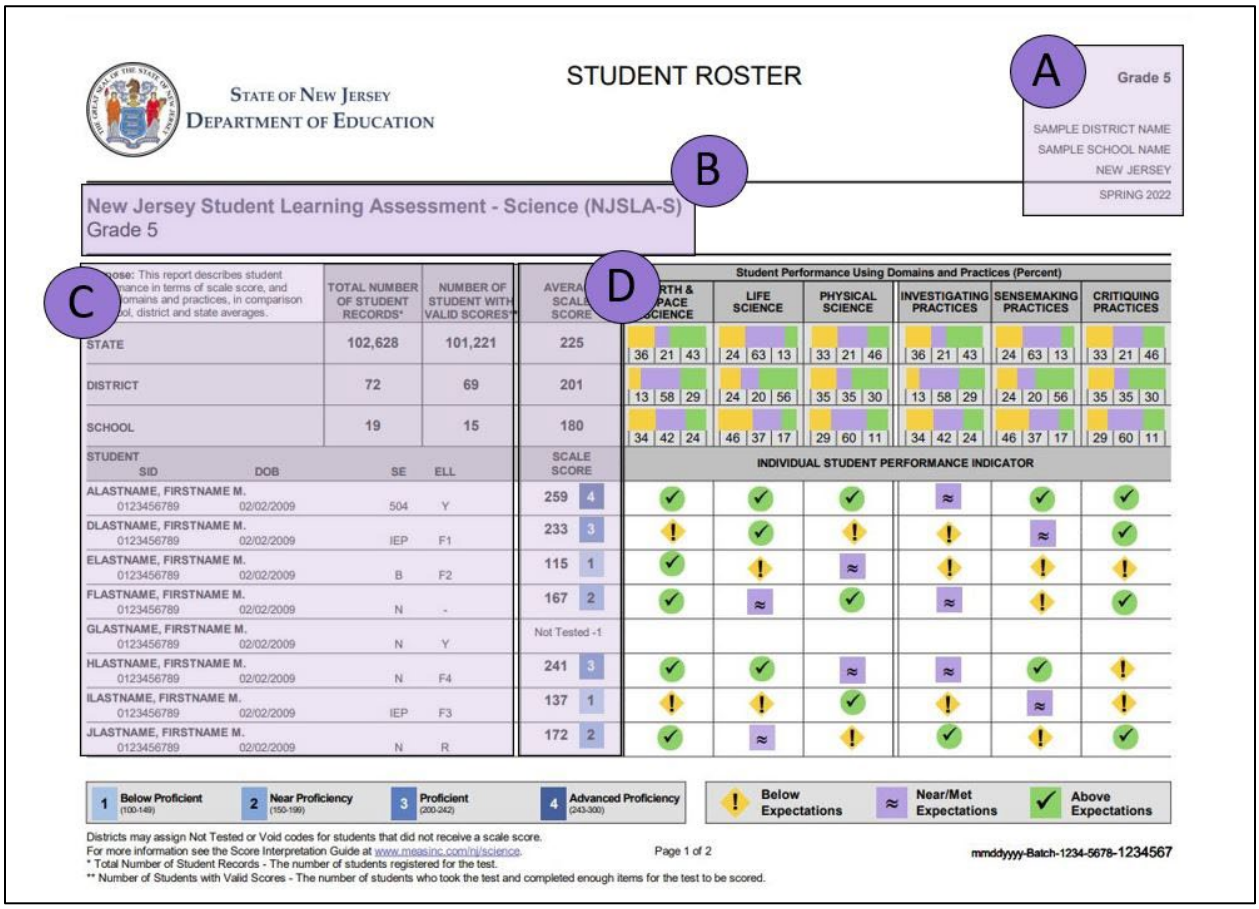
K. Additional Information

Section K of the ISR provides a brief explanation of how students' results may be used by teachers, schools, and/or districts to make instructional adjustments and improvements. Students and their families are also encouraged to learn more about the NJSLA and the New Jersey Learning Standards by referencing appropriate websites.

4.2 Student Roster Report

The Student Roster is produced at the school level to provide a method of reviewing all students' test results within a given school. Figure 40 provides a sample Student Roster, and a description of the various components of the report follows.

Figure 40. Student Roster – Science Sections A–D



A. Identification Information

The upper right of the Student Roster lists the grade level, school name, district name, and state, and identifies the assessment year.

B. Assessment Information

This section provides the name of the assessment, identifies the content area (science), and reiterates the grade level.

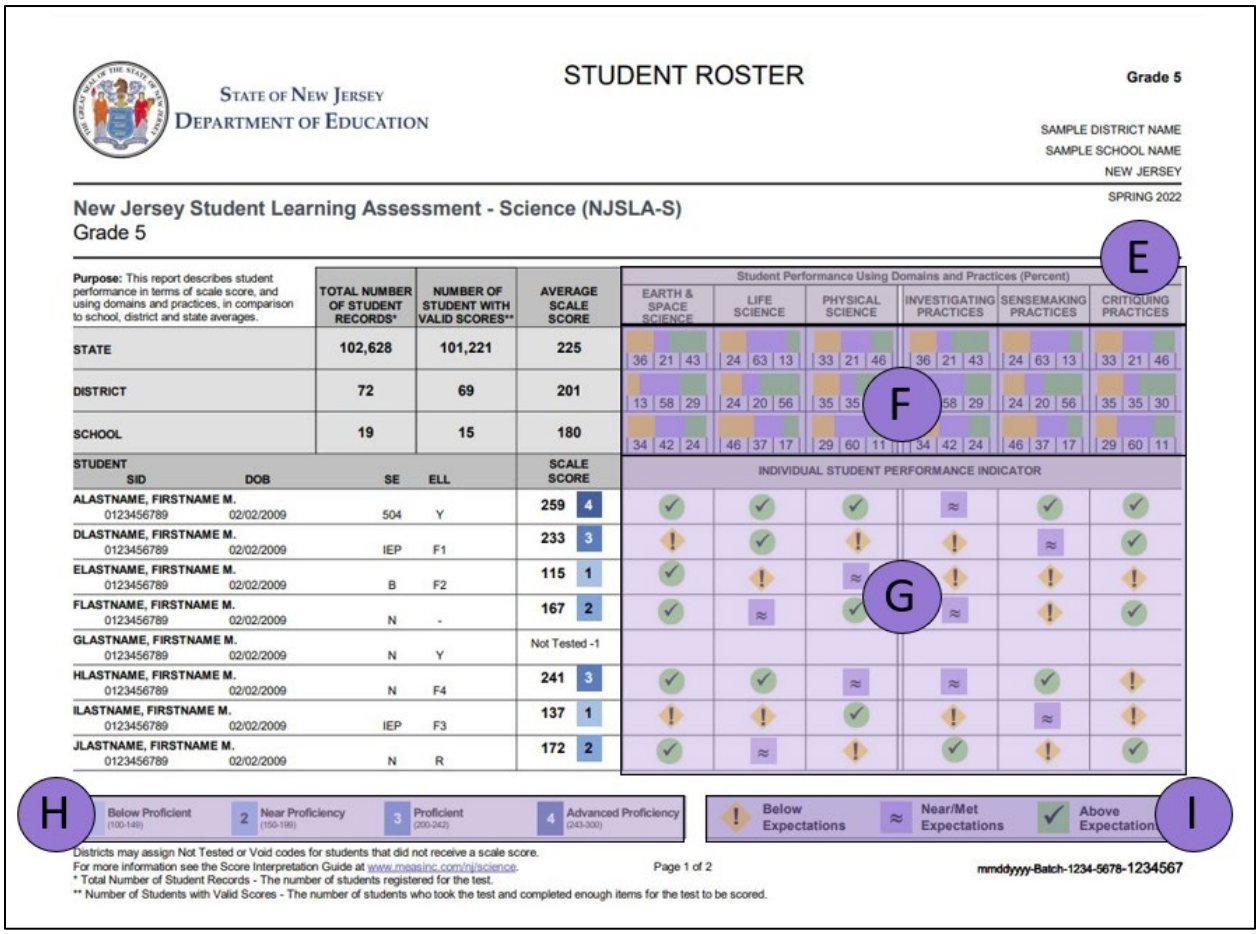
C. Roster of Students

The far-left column of the Student Roster identifies the state, the district, and the school before alphabetically listing each student's name. Date of birth, Special Education classification, and English Language Learner status are shown.

D. Scale Score

This column of the report provides the student's overall or average scale score and color-coded performance level. Students receive a numerical score and, based on that score, are placed in one of four performance levels for science. Performance levels are indicated by the color highlighting behind the number. Refer to Section H, "Description of Performance Level Graphics," to identify the color key. The first three rows contain state, district, and school averages. (Instead of individual scale scores, some students may have an Incomplete, Not Tested, or Void status. Please see Frequently Asked Questions for an explanation of these categories.)

Figure 41. Student Roster – Science Sections E–I



E. Domains and Practices

The three domains (earth and space science, life science, physical science) and the three practices (investigating, sensemaking, critiquing) are identified in this section.

F. Reporting Category Percentages of Students

For Science, this section provides the percentages of students whose domain and practice performance was categorized as Below Expectations, Near/Met Expectations, or Above Expectations at the state, district, and school levels. Note that both domain- and practice-level

results are, by definition, based on smaller numbers of items than is the test as a whole. Consequently, data at this more granular level are less precise than are overall scale scores, and inferences should be made with caution.

G. Reporting Category Performance Indicators

For each student, this section indicates reporting category performance with respect to expectations, using the symbols described earlier in this guide.

H. Description of Performance Level Graphics

This graphic illustrates the four performance levels and provides a reference for the performance levels in the scale score column.

I. Description of Performance Indicator Graphics

As noted earlier in this document, symbols are used to identify the broad categories of student performance with respect to expectations.

4.3 Student Label

Figure 42. Sample Student Label

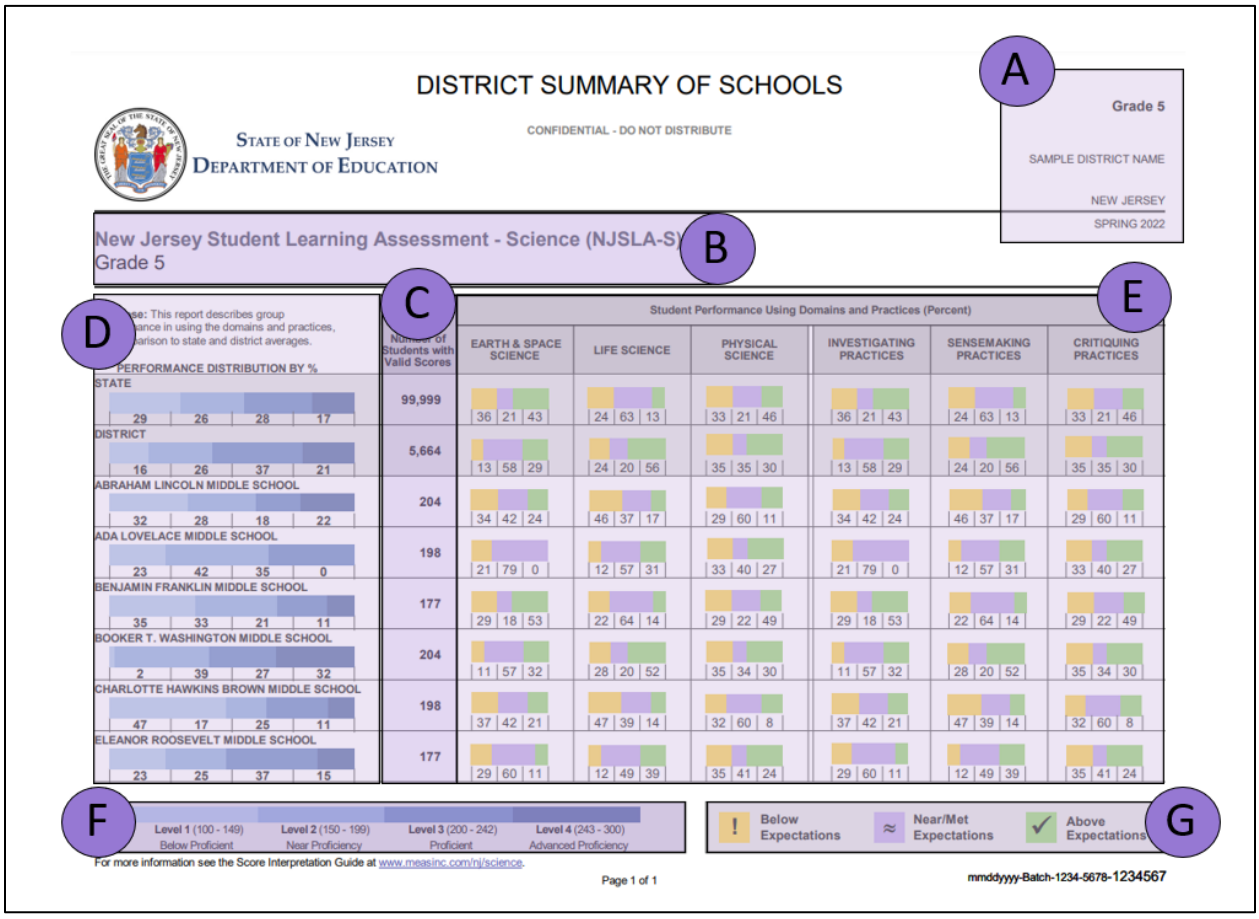
Electronic copies of student labels are provided to print on adhesive labels if needed to apply to hard-copy files of student records. The labels contain the following information, from top to bottom:

- Student name
- Test name, assessment administration year, and grade level
- State student identifier (SID) and date of birth
- Local ID (If provided to the state), special education, and English language learner information
- District (or charter/Renaissance school) name and code
- School name and code
- Student performance level and scale score

4.4 School and District Summary Report: Domains and Practices

The School and District Summary: Domains and Practices Reports provide no individual student information. Instead, they contain summary data at the state, district, and school levels, providing a snapshot of domain and practice performance at each of these levels. The school version of this report shows the performance of a single school within the district, in comparison to the state and district levels. The district version of this report shows the performance of all schools within the district, in comparison to the state and district levels. Figure 43 depicts a sample version of these reports.

Figure 43. District Summary of Schools – Science Sections A–G



A. Identification Information

This section provides grade level, school and/or district name, and assessment year.

B. Assessment Information

This section provides the name of the assessment, the content area, and the grade level.

C. Number of Valid Scores

The information in this column shows—for the state, district, and school(s)—the number of students who took the test and completed a sufficient number of items for the test to be scored.

D. Roster of Schools
The far-left column identifies the state and the district before alphabetically listing the names of the schools within the district. For the school-level report, only one school will appear. Each row shows the distribution of performance levels.

E. Domains and Practices
The three domains (earth and space science, life science, physical science) and the three practices (investigating, sensemaking, critiquing) are identified in this section. The data in each of the six columns correspond to the percentage of students whose domain and practice performance fell into each of the three categories: Below Expectations (yellow), Near/Met Expectations (purple), and Above Expectations (green).

F. Description of Performance Level Graphics
This graphic illustrates the four performance levels and provides a reference for the performance levels in Section D.

G. Domain and Practice Performance Indicator Graphics
Once again, the three symbols are used to identify the three broad categories of student performance with respect to expectations.

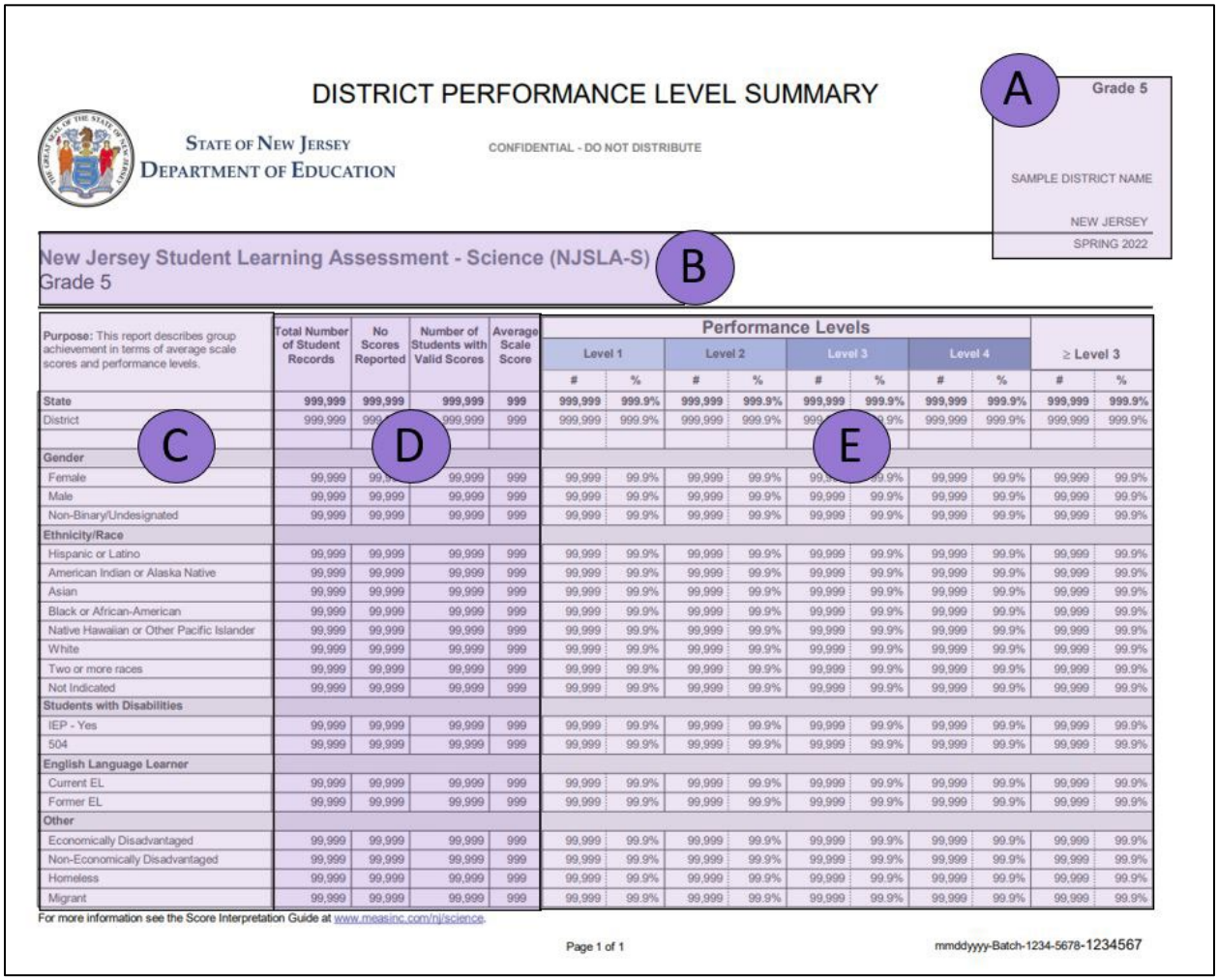
4.5 District and School Performance Level Summary Report

The School and District Performance Level Summary Reports, a sample of which is provided in Figure 44, offer an overall picture of student performance in a school or district by demographic group. Groups reported include:

- Gender (Male, Female, Non-binary)
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated)
- Students with Disabilities (IEP, 504)
- English Language Learner (Current EL, Former EL)
- Other (Economically Disadvantaged, Homeless, Migrant)

A description of the individual report components follows.

Figure 44. Sample District Performance Level Summary – Science Sections A–E



DISTRICT PERFORMANCE LEVEL SUMMARY

A

Grade 5

SAMPLE DISTRICT NAME

NEW JERSEY

SPRING 2022

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

New Jersey Student Learning Assessment - Science (NJSLA-S)
Grade 5

B

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1		Level 2		Level 3		Level 4			
					#	%	#	%	#	%	#	%	#	%
State	999,999	999,999	999,999	999	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%
District	999,999	999	999,999	999	999,999	999.9%	999,999	999.9%	999	.9%	999,999	999.9%	999,999	999.9%
C		D							E					
Gender														
Female	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Male	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Non-Binary/Undesignated	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Ethnicity/Race														
Hispanic or Latino	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
American Indian or Alaska Native	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Asian	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Black or African-American	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Native Hawaiian or Other Pacific Islander	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
White	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Two or more races	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Not Indicated	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Students with Disabilities														
IEP - Yes	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
504	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
English Language Learner														
Current EL	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Former EL	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Other														
Economically Disadvantaged	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Non-Economically Disadvantaged	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Homeless	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%
Migrant	99,999	99,999	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%

For more information see the Score Interpretation Guide at www.measinc.com/nj/science.

Page 1 of 1

mmddyyyy-Batch-1234-5678-1234567

A. Identification Information

This section provides the school and/or district name, grade level, and assessment year.

B. Content Area and Grade Level
The content area of the report, the grade level of the assessment, and the administration year are identified.

C. Demographic and Program Categories and Student Groups
Demographic and program categories with student groups are listed on the left side of the table. Results for students who could not be placed in a group due to missing information are included in the "not indicated" student group.

D. Group Counts and Means
This section displays:

- Total Number of Student Records (i.e., the number of students registered for the test)
- No Scores Reported (i.e., the number of students who were designated Not Tested or Void)
- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored)
- Average Scale Score (of those students with valid scale scores)

E. Performance-Level Results
This section of the report contains total performance-level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level. The final two columns on the right indicate the number and percentage of students with scale scores falling into the top two levels that, when combined, indicate proficiency.

Part 5: Frequently Asked Questions

Q*:* How are the tests designed?

A: The process begins with the development of test questions that are aligned to standards. These questions must pass several rounds of review and subsequent field testing. Through field testing, statistics are generated, and test questions are again reviewed to ensure that they relate appropriately to other test questions, are at acceptable difficulty levels, and are not systematically biased with respect to gender or major ethnic group. The questions are subsequently placed onto tests in ways that ensure a broad sampling of knowledge and skills at a balance of grade-appropriate levels of difficulty.

Q: How do we know the level into which a given score falls?

A: In the first year of a test, a special standard-setting procedure was used to determine how to place student performance into performance levels. Cut scores defining each of the performance levels were set by committees of volunteer teachers and administrators. Committees worked together to determine how well students needed to perform to reach each of the levels. The scale scores within these performance levels were then filled in mathematically. Scores in subsequent years are equated to ensure that the same scores reflect the same levels of achievement.

Q: By participating in standard-setting, are the teachers, in effect, determining the difficulty level of the test?

A: The teachers involved in standard-setting play the primary role in determining how well a student must perform to meet performance expectations of the subject matter, but the difficulty of the test itself is determined by the nature of the test questions.

Q: Why doesn't the state report percentiles?

A: Percentile rankings are meaningful on **norm-referenced** assessments when a student's performance is measured in comparison to the performance of other students. The purpose of the NJSLA is to provide information about student achievement in terms of the requirements associated with the standards. The tests are, therefore, a **criterion-referenced** assessment, addressing achievement in terms of content rather than norms.

Q: Why not simply use a percentage scale where 90% or better equals a grade of A, 80% to 89% equals a grade of B, and so on?

A: The state tests are designed to make wider use of the score scale. Questions are drawn from a broad range of difficulty levels, and percentages do not account for variation in the difficulty of questions from test to test. Tests comprising questions at a variety of difficulty levels spread the scores more fully, providing more points to use where the bulk of student performance falls, and thereby permit finer distinctions among levels of performance.

Q: How can average scale scores be used?

A: Averages are effective for use in certain kinds of statistical analysis. They are also influenced by score changes that occur not only between, but also within, the various performance-level categories. They can therefore be used for supplementing the interpretation of results in curriculum planning.

Q*:* Why are we advised not to report the results of small groups and not to report group results that violate student confidentiality?

A: Districts are generally advised that results based upon the performance of one to nine students are statistically unstable and that it is unwise to report results that lack minimal stability. However, districts must also be careful not to report numbers that members of the public might use to infer, through simple calculations, the performance of one or two students.

Q: What does it mean when a student receives a Not Tested or Void ISR?

A: A Not Tested code is assigned to a student when the student did not access the test. There are three categories for Not Tested:

- Not Tested code 1 – Absent
- Not Tested code 2 – Medical Emergency
- Not Tested code 3 – Other (including parental refusal to begin a test)

Note: If a specific Not Tested code is not shown:

- student did not attempt the test at all or,
- student did not attempt enough of the test to be assigned a scale score.

A Void code indicates that the student may have started testing, but it was not appropriate to assign a scale score to the test. Three void codes may be assigned by the school district:

- Void code 1 – Student cheating or otherwise engaging in inappropriate test taking behavior
- Void code 2 – Security breach
- Void code 3 – Other (including parental refusals to complete a test, off-grade level testing, student not receiving appropriate accessibility features or testing accommodations, student receiving inappropriate accessibility features or testing accommodations)

Q: We received an ISR for a student whose name we do not recognize. What's going on?

A: Situations of this sort are not common, but errors of this sort should be detected on the Pearson website and corrected during a broad demographic data cleanup period before scores are produced. In doing so, it is important to verify that the students are not out-of-

district students from your district whom you failed to recognize. Unfortunately, once the scores are produced and finalized, it is too late to modify information.

Q: The numbers for some of the variables in the assessment information do not match their counterparts in other New Jersey Department of Education reports. How can that be?

A: There are two major reasons for differences between the numbers in the assessment reports and those in some other reports produced by the state: changes that occur over the course of the school year and differences in the definitions of the reporting categories. Student counts vary over time throughout the school term, and there are changes in student status, most notably in special education classification and economic level.

Appendix A:
Scale Score Ranges

Grade 3 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-809
Level 5 Cut	810	Level 5 Range	810-850

Grade 4 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 5 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Grade 6 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 7 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Grade 8 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 9 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-790
Level 5 Cut	791	Level 5 Range	791-850

Grade 3 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 4 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-795
Level 5 Cut	796	Level 5 Range	796-850

Grade 5 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 6 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-787
Level 5 Cut	788	Level 5 Range	788-850

Grade 7 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-785
Level 5 Cut	786	Level 5 Range	786-850

Grade 8 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-800
Level 5 Cut	801	Level 5 Range	801-850

Algebra I

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-804
Level 5 Cut	805	Level 5 Range	805-850

Algebra II

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-807
Level 5 Cut	808	Level 5 Range	808-850

Geometry

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-782
Level 5 Cut	783	Level 5 Range	783-850

Grade 5 Science

Range Level	Score Range
Level 1 Range	100-149
Level 2 Range	150-199
Level 3 Range	200-242
Level 4 Range	243-300

Grade 8 Science

Range Level	Score Range
Level 1 Range	100-149
Level 2 Range	150-199
Level 3 Range	200-230
Level 4 Range	231-300

Grade 11 Science

Range Level	Score Range
Level 1 Range	100-157
Level 2 Range	158-199
Level 3 Range	200-249
Level 4 Range	250-300

Appendix B:
Science Performance Level Descriptors (PLDs)

Level 1

Students who are at Level 1 demonstrated a minimal understanding of the New Jersey Student Learning Standards-Science (NJSLS–S) by misinterpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incorrect explanations or models of observed phenomena. The students had difficulty choosing and using, even with significant scaffolding, the appropriate tools to make observations and gather, classify, and present data. The students struggled to use essential information to recognize patterns and relationships between data and designed systems. The students seldom used information to make real-world connections or predictions.

Level 2

Students who are at Level 2 demonstrated a limited grade-level understanding of the NJSLS–S by partially interpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incomplete explanations or models of observed phenomena. The students had some difficulty choosing and using the appropriate tools to make observations and gather, classify, and present data. The students may be able to use essential information to recognize patterns and relationships between data and designed systems. The students inconsistently used information to make real-world connections and predictions.

Level 3

Students who are at Level 3 demonstrated appropriate grade-level understanding of the NJSLS–S by comprehending information from a variety of sources (e.g., text, charts, graphs, tables) and applying the knowledge gained from scientific investigations to develop accurate explanations and models of observed phenomena. The students often chose and used the appropriate tools to make observations and gather, classify, and present data. The students used both essential and non-essential information to recognize patterns and relationships between data and designed systems. The students were able to use information to make real-world connections and predictions.

Level 4

Students who are at Level 4 demonstrate advanced understanding of the NJSLS–S by integrating information from a variety of sources (e.g., text, charts, graphs, tables) and analyzing the knowledge gained from scientific investigations to develop sophisticated explanations and models of observed phenomena. The students consistently chose and used the appropriate tools to make observations and gather, classify, and present relevant data. The students considered both essential and non-essential information to explain patterns and relationships between data and designed systems. The students regularly used information and provided supporting explanations in making real-world connections and predictions.