New Jersey Student Learning Assessment

NJSLA

2024 Test Results

Standardized Assessment

- New Jersey has administered standardized statewide assessments since 1978

- State and federal laws **require** states to administer assessments aligned to state standards and the results must be valid, reliable, and comparable statewide

New Jersey Student Learning Assessment (NJSLA)

- NJSLA is designed to measure student mastery of the New Jersey Student Learning Standards (NJSLS)

- New Jersey Student Learning Standards:
  - Define what students are expected to learn in each content area at each grade level
  - Foundation on which districts build curriculum and plan instruction.

Content Areas Assessed by NJSLA

- **ELA (English Language Arts)**
  - Focuses on reading and comprehending a range of complex texts independently and writing effectively when using and/or analyzing sources.
- **Math**
  - Focuses 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.
- **Science (Fifth Grade)**
  - Focuses on tasks that examine students' understanding of scientific and engineering practices.

2024
NJSLA Scores

2024 NJSLA Grade-Level Outcomes English Language Arts (ELA)

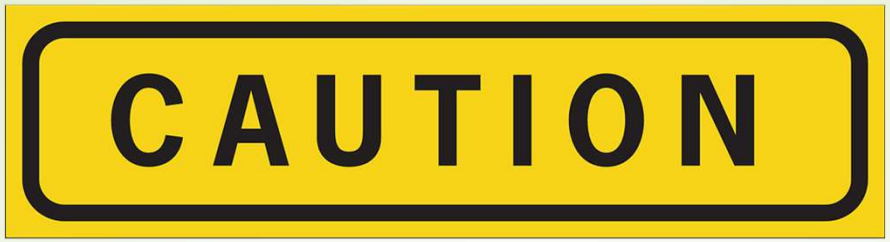
Grade	Count of Valid Test Scores	Level 1 Not Yet Meeting Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	District % Level 4 + Level 5	NJ % Level 4 +Level 5
3	85	2.4% (2)	4.7% (4)	14.1% (12)	56.5% (48)	22.4% (19)	78. 8% (67)	43.6%
4	96	0% (0)	2.1% (2)	8.3% (8)	45.8% (44)	43.8% (42)	89.6% (86)	50.8%
5	104	1.0% (1)	2.9% (3)	8.7% (9)	35.6% (37)	51.9% (54)	87.5% (91)	52.2%
6	87	2.3% (2)	0.0% (0)	4.6% (4)	34.5% (30)	58.6% (51)	93.1% (81)	53.2%

2024 NJSLA Grade-Level Outcomes Mathematics

Grade	Count of Valid Test Scores	Level 1 Not Yet Meeting Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectation	Level 5 Exceeded Expectation	District % Level 4 + Level 5	NJ % Level 4 + Level 5
3	85	0.0% (0)	4.7% (4)	12.9% (11)	54.1% (46)	28.2% (24)	82.4% (70)	47.5%
4	96	0.0% (0)	8.3% (8)	32.3% (31)	54.2% (52)	5.2% (5)	59.4% (57)	44.9%
5	104	0.0% (0)	3.8% (4)	22.1% (23)	51.0% (53)	23.1% (24)	74% (77)	40.2%
6	87	1.1% (1)	4.6% (4)	14.9% (13)	70.1% (61)	9.2% (8)	79.3% (69)	36.2%

2024 NJSLA Grade-Level Outcomes Science

Grade	Count of Valid Test Scores	Level 1 Below Proficient	Level 2 Near Proficiency	Level 3 Proficient	Level 4 Advanced Proficient	District % Level 3 + Level 4	NJ % Level 3 + Level 4
5	104	8.7% (9)	30.8% (32)	40.4% (42)	20.2% (21)	60.6% (63)	27.6%



Data from the NJSLA is **only one piece of the puzzle. A more complete picture of each student's achievement is obtained from the following:**

- Criterion referenced tests (Aimsweb, MAP. Study Island, Reading A-Z etc.)
- Students' classroom participation/performance
- Mastery of grade level concepts/standards as measured by unit and teacher developed tests
- Application of knowledge to solve novel problems during STEM activities

Cohort Comparisons Across Grade Levels

(Percent of Students who Met or Exceeded Grade Level Expectations)

Current Grade Level – 5th

English Language Arts

Grade	Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectation	Exceeded Expectation	Total Met + Exceeded
3 (98)	0.0% (0)	3.1% (3)	18.4% (18)	62.2% (61)	16.3% (16)	78.6% (77)
4 (96)	0.0% (0)	2.1% (2)	8.3% (8)	45.8% (44)	43.8% (42)	89.6% (86)

Mathematics

Grade	Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectation	Exceeded Expectation	Total Met + Exceeded
3 (98)	0.0% (0)	0.0% (0)	21.4% (21)	59.2% (58)	19.4 (19)	78.6% (77)
4 (96)	0.0% (0)	8.3% (8)	32.2% (31)	54.2% (52)	5.2% (5)	59.4% (57)

Current Grade Level – 6th

English Language Arts

Grade	Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectation	Exceeded Expectation	Total Met + Exceeded
3 (104)	1.9% (2)	4.8% (5)	15.4% (16)	55.8% (58)	22.1% (23)	77.9% (81)
4 (103)	1.0% (1)	1% (1)	9.7% (10)	35.9% (37)	52.4% (54)	88.3% (91)
5 (104)	1.0% (1)	2.9% (3)	8.7% (9)	35.6% (37)	51.9% (54)	87.5% (91)

Mathematics

Grade	Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectation	Exceeded Expectation	Total Met + Exceeded
3 (104)	0%	2.9% (3)	15.4% (16)	51% (53)	30.8% (32)	81.8% (85)
4 (103)	1% (1)	4.9% (5)	21.4% (22)	60.2% (62)	12.6% (13)	72.8% (75)
5 (104)	0.0% (0)	3.8% (4)	22.1% (23)	51% (53)	23.1% (24)	74% (77)

Current Grade Level – 7th

English Language Arts

Grade	Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectation	Exceeded Expectation	Met +Exceeded
3	NJSLA Not Administered (Pandemic)					
4 (84)	0%	2% (1)	10.7% (9)	42.9% (36)	45.2% (38)	88.1% (74)
5 (85)	0%	2.4% (2)	5.9% (5)	58.8% (50)	32.9% (28)	91.7% (78)
6 (87)	2.3% (2)	0.0% (0)	4.6% (4)	34.5% (30)	58.6% (51)	93.1% (81)

Mathematics

Grade	Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectation	Exceeded Expectation	Met + Exceeded
4 (84)	0%	7.1% (6)	22.6% (19)	64.3% (54)	6% (5)	70.3% (59)
5 (85)	0%	2.4% (2)	24.7% (21)	63.5% (54)	9.4% (8)	72.9% (62)
6 (87)	1.1% (1)	4.6% (4)	14.9% (13)	70.1% (61)	9,2% (8)	79.3% (69)

NJSLA Data

- District Performance Level Summary
- Evidence Statement Analysis

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

NORTH CALDWELL SCHOOL DISTRICT
NEW JERSEY

SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2023–2024

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 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	**95,813**	**751**	**10,215**	**10.7%**	**13,386**	**14.0%**	**21,238**	**22.2%**	**35,828**	**37.4%**	**15,146**	**15.8%**	**50,974**	**53.2%**
District	87	795	2	2.3%	0	0.0%	4	4.6%	30	34.5%	51	58.6%	81	93.1%
Gender														
Female	37	799	2	5.4%	0	0.0%	1	2.7%	8	21.6%	26	70.3%	34	91.9%
Male	50	792	0	0.0%	0	0.0%	3	6.0%	22	44.0%	25	50.0%	47	94.0%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	5	808	0	0.0%	0	0.0%	0	0.0%	2	40.0%	3	60.0%	5	100.0%
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	9	814	0	0.0%	0	0.0%	0	0.0%	2	22.2%	7	77.8%	9	100.0%
Black or African-American	2	765	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	66	791	2	3.0%	0	0.0%	3	4.5%	24	36.4%	37	56.1%	61	92.4%
Two or more races	5	809	0	0.0%	0	0.0%	0	0.0%	1	20.0%	4	80.0%	5	100.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	87	795	2	2.3%	0	0.0%	4	4.6%	30	34.5%	51	58.6%	81	93.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	24	764	2	8.3%	0	0.0%	4	16.7%	16	66.7%	2	8.3%	18	75.0%
IEP - No	63	807	0	0.0%	0	0.0%	0	0.0%	14	22.2%	49	77.8%	63	100.0%
504	8	796	0	0.0%	0	0.0%	0	0.0%	4	50.0%	4	50.0%	8	100.0%

District Evidence Statement Analysis

Grade 6

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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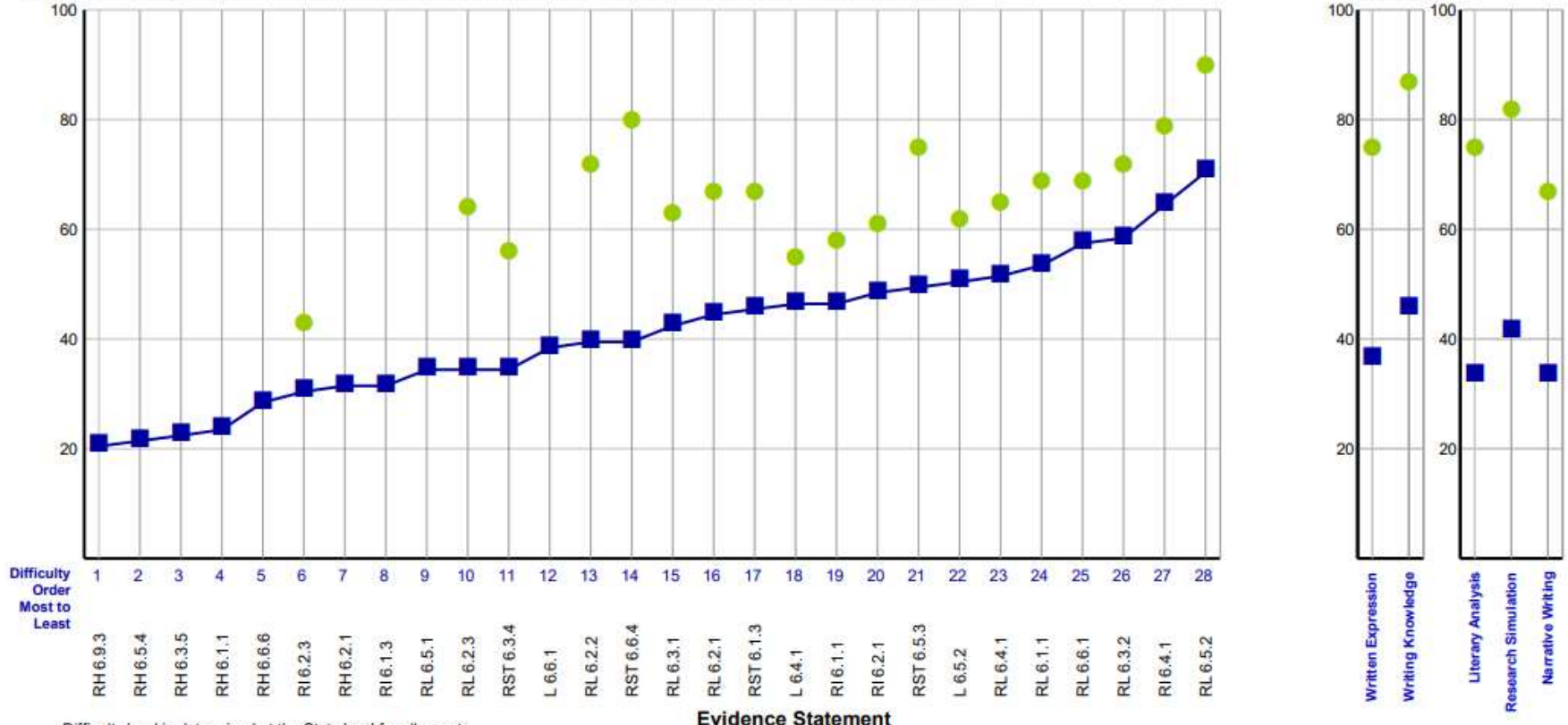
NORTH CALDWELL SCHOOL DISTRICT
NEW JERSEY
SPRING 2024

ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2023–2024

State
District

Students with Valid Scores (87)

Purpose: This report presents the average percent correct by Evidence Statement for district and state.



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.
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.

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

ENGLISH LANGUAGE ARTS

Grade 6 Assessment, 2023–2024

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RH 6.9.3	RH.6.9	Reading: History/Social Studies	ELA-PCR	0
2	RH 6.5.4	RH.6.5	Reading: History/Social Studies	Reading-EBSR	0
3	RH 6.3.5	RH.6.3	Reading: History/Social Studies	ELA-PCR; Reading-EBSR	0
4	RH 6.1.1	RH.6.1	Reading: History/Social Studies	ELA-PCR; Reading-EBSR	0
5	RH 6.6.6	RH.6.6	Reading: History/Social Studies	Reading-EBSR	0
6	RI 6.2.3	RI.6.2	Reading: Informational Text	Reading-EBSR; Reading-TECR	87
7	RH 6.2.1	RH.6.2	Reading: History/Social Studies	Reading-EBSR	0
8	RI 6.1.3	RI.6.1	Reading: Informational Text	Reading-EBSR	0
9	RL 6.5.1	RL.6.5	Reading: Literature	Reading-EBSR	0
10	RL 6.2.3	RL.6.2	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	50
11	RST 6.3.4	RST.6.3	Reading: Science & Technical Subjects	Reading-TECR	87
12	L 6.6.1	L.6.6	Language	Reading-EBSR	0
13	RL 6.2.2	RL.6.2	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	50
14	RST 6.6.4	RST.6.6	Reading: Science & Technical Subjects	ELA-PCR	87
15	RL 6.3.1	RL.6.3	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	50
16	RL 6.2.1	RL.6.2	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	87
17	RST 6.1.3	RST.6.1	Reading: Science & Technical Subjects	ELA-PCR; Reading-EBSR; Reading-TECR	87
18	L 6.4.1	L.6.4.A	Language	Reading-EBSR	37
19	RI 6.1.1	RI.6.1	Reading: Informational Text	Reading-EBSR; Reading-TECR	87
20	RI 6.2.1	RI.6.2	Reading: Informational Text	Reading-EBSR	87
21	RST 6.5.3	RST.6.5	Reading: Science & Technical Subjects	Reading-EBSR	87
22	L 6.5.2	L.6.5	Language	Reading-EBSR	87
23	RL 6.4.1	RL.6.4	Reading: Literature	Reading-EBSR	87
24	RL 6.1.1	RL.6.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	87
25	RL 6.6.1	RL.6.6	Reading: Literature	Reading-EBSR; Reading-TECR	87

continued

Examples of Action Plans Based on NJSLA Data Analysis

3rd/4th Grade Review Analysis based on NJSLA 3rd Grade 2024 Report			
Evidence Statement Key	**Evidence Statement Text**	**Standard**	**Plans to Address Weaknesses**
RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. Literary Analysis	- - Describes the logical connection between particular sentences and paragraphs in a text (EG comparison, cause/effect, first/second/third in a sequence)	Describe the logical connections between particular sentences and paragraphs in a text.	• Read two pieces of literature and construct an analytic response to a prompt • Use a venn diagram to compare and contrast • Model how to compose a response to a question when given two pieces of literature (short story, poem, excerpts from books, etc.) using a variety of graphic organizers • Scaffold using RACE leading to an essay
RI 3.2.1 Above state but close to 60% District student count 85	- - Students read and demonstrate comprehension of grade-level complex informational texts. Determine the main idea of a text, and explain how they support the main idea.	RI 3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea	• Direct and explicit instruction of main idea and details • Reading various forms of Informational text from Achieve 3000, Scholastic, etc. to determine main idea and details • Using different media such as articles, videos, and reading

Fifth Grade Analysis based on NJSLA 4th Grade 2024 Report				
Evidence Statement Key	**Evidence Statement Text**	**Clarifications, limits, etc.**	**Relationship to Mathematical Practices**	**Plans to Address Weaknesses**
#6 4.C.5-3	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.NF.2	i) Tasks have "thin context" or no context. ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. iii) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.	MP.3 MP.6 MP.7	- Students will complete "Finding the Error" pages as part of our bellwork routine. These tasks present "student" work and have the class identify the error that was made as well correct it. - Students will take skeleton notes on reasonable answers with fractions - Students will learn four strategies for comparing fractions with unlike denominators. Skills will be supported through spiraled bellwork, IXL homework, and MAP accelerator tasks.
#20 4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	i) Tasks do not have a context	MP.7	- Students will complete skeleton notes on the link between fractions and decimals. - Skills will be supported through spiraled bellwork (including "Finding the Error" tasks), IXL homework, and MAP accelerator tasks.

School Based Targeted Math Interventions

- Math Quest: Additional time provided for math review, reinforcement, and extension during homeroom periods
- Math Court for Multistep word problems
- MAP Accelerator
  - Developed by Khan Academy
  - Provides an individualized learning path based on each students academic profile.
  - Provides lessons, instructional videos practice problems tailored to each students individualized learning path.
- Fact Lab
- Review and reinforcement of math concepts in Science and Technology
- Weekly team meetings as a grade level focused on intervention work/data analysis
- Continuous progress monitoring (MAP, Title I, ATP, IXL, classroom performance)
- Professional Development for Teachers to increase knowledge base of research based best practices in Math

Additional Student Information That Informs Instruction/Curriculum

- Measurement of Academic Progress (MAP)
- IXL Math
- XtraMath
- Moby Max (Math)
- Study Island
- AimsWeb (Grades K-2)
- Achieve 3000 (Lexile Scores)
- Reading A-Z (Scores by Standards)
- NoRedink (writing assessments – Grade 6)
- Houghton-Mifflin Unit Tests
- Unit Tests in Everyday Math
- Teacher Made Classroom Assessments

Individual Student Action Plan

- Differentiated instruction within classroom
- Referral to Intervention and Referral Committee
- Enrollment in Academic Tutorial Program and/or Title 1 Tutoring Program
- Referral for Child Study Team Evaluation

Resources for Parents

- To view samples of NJSLA Tests:
  https://nj.mypearsonsupport.com/practice-tests/
  https://nj.mypearsonsupport.com/ForParent/

- Link to NJSLA School Interpretation Guide for Parents:
  https://www.nj.gov/education/assessment/resources/