

# NJ State Testing

Accommodations and Modifications

All information presented today is based off of guidelines provided by the NJ DOE.

Information can be found at their website.

# Who takes what assessment at each grade?

## **NJGPA- New Jersey Graduation Proficiency Assessment**

- **Grade 11 (ELA and Math)**

## **NJSLA- NJ Student Learning Assessment**

- **Grades 3-9 (ELA and Math)**
- **Grades 5, 8, 11 (Science)**

## **(DLM) Dynamic Learning Maps- alternate assessment**

- **Grades 3-8 and 11 (ELA and Math)**
- **Grades 5, 8, 11 (Science)**

# Purpose of state assessments

Under the federal ESSA (Every Student Succeeds Act) legislation, all states must annually assess student progress towards meeting challenging state standards. Current New Jersey assessments meet federal ESSA requirements.

- NJSLA- state standards
- DLM- Essential Elements (based off of state standards)

NJSLA or NJGPA measures the extent to which students are, or on track to being, college or career ready.

DLM student score reports provide results related to a student's overall performance level for the subject.

## The NJSLA and NJGPA Accessibility System

New Jersey has designed an **inclusive assessment** system for all students, including students with disabilities, English Learners, and English Learners with disabilities. This system includes three levels of support: ***accessibility features, administrative considerations, and accommodations.***

# NJSLA and NJGPA

## *Accessibility System and Accessibility Features for All Students Taking the New Jersey Assessments (No IEP or 504 required).*

- Accessibility features are ***tools or preferences*** that are either ***built into the assessment*** system or ***provided externally by Test Administrators***. Accessibility features can be used by ***any student*** taking the NJSLA and NJGPA
- Since the accessibility features are intended for all students, they are ***not classified as accommodations***. Students should ***be exposed*** to these features ***prior to testing*** and should have the ***opportunity to select and practice*** using them. Even though accessibility features are available to every student, that ***doesn't necessarily mean they are appropriate for every student***. Consideration should be given to the supports a student consistently uses and finds helpful during instruction and when engaging in individual work.

## The NJSLA and NJGPA Accessibility System

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. **Accessibility features can be used by any student.** A small selection of these accessibility features must be identified in advance.

### **Most common**

- General Administration Directions Clarified
- General Administration Directions Read Aloud and Repeated as needed
- Headphones or Noise Buffers
- Text to Speech for Math & Science Tests

## The NJSLA and NJGPA Accessibility System

Administrative considerations involve modifying the testing environment or the timing and scheduling of the assessments. These administrative considerations are available to all students but ***must be identified in advance.***

### ***Most common***

- Small Group testing
- Frequent Breaks
- Special Furniture



## The NJSLA and NJGPA Accessibility System

- **Accommodations are intended to provide equitable access for students with disabilities, English Learners, or English Learners with disabilities.** Some accommodations are built into the test, and others must be provided by the Test administrator. All accommodations for students with disabilities, English Learners, or English Learners with disabilities **must be approved and documented in advance in an IEP, 504 plan, or an English Learner Plan.** Please note, English Learner Plans are not necessarily required.
- Accommodations should **never reduce learning expectations** by reducing the scope, complexity, or rigor of an assessment.

# Most Common Accommodations (IEP/504 Required)

- Specific to students with hearing and vision disabilities
  - Large Print Materials
  - Braille
  - Human Signer for Test Directions
- Calculation Device and Mathematics Tools (on-Non-calculator Sections of Mathematics Assessments)
  - Purpose: The purpose of the calculation device on the non-calculator sections accommodation is to provide access for students with a disability that severely limits or prevents their ability to perform basic calculations (*i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division*).
  - Materials- Administrative Guidelines are provided regarding what are allowable calculators and tools to be utilized during testing. (i.e 4 function calculator, counting chips, etc)

# Most Common Accommodations (IEP/504 Required)

- Extended Time
  - Needs to be located in IEP or 504
  - Amount of time determined in supporting document (up to 50% commonly utilized)
- Paper Based NJSLA or NJGPA
  - Condition #1: A student is *unable to use a computer due to the impact of their disability*. The student's inability to participate in computer-based assessments should be documented in an Individualized Education Program (IEP) or 504 plan. o Examples may include: ▪ a student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of a computer-based test administration; ▪ a student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with test accommodations; or ▪ a student with a disability who requires assistive technology that is not compatible with the testing platform.
  - Condition #2: A student who recently entered the school and has had very little or no prior experience or familiarity with technology.
  - Condition #3: A student who is unable to access an online assessment due to religious beliefs.

# Accommodations (IEP/504 Required)

- Text to Speech ELA
  - Purpose: The purpose of the Human Reader/ Human Signer accommodation for the NJSLA and NJGPA ELA assessment is to provide access to printed or written texts on the NJSLA and NJGPA ELA assessments for a ***very small number of students with print- related disabilities who would otherwise be unable to participate in the assessment*** because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.
  - Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in ***Appendix D: Text-to-Speech,ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments*** to inform their decision-making.

# Dynamic Learning Maps (DLM)

- All students, including students with disabilities, must take statewide assessments. Students with the most significant cognitive disabilities who meet the participation criteria are the only students who will be administered the DLM alternate assessment.
- A student may participate in DLM in one or some content area(s) and the NJSLA or NJGPA with accommodations in other content area(s). As a reminder, students with the most significant cognitive disabilities are the only students who participate in the DLM.
- Participation decisions are based on the criteria found in the [New Jersey DLM Participation Criteria form](#) and are made by the IEP team. The participation decision process and New Jersey DLM Participation Criteria form must be completed for each school year for students that may participate in the DLM.

# Dynamic Learning Maps (DLM)

## **Student participation cannot be based on:**

- Educational environment or instructional setting
- Multilingual learner (ML) status
- Poor attendance or extended absences
- Low reading level/achievement level
- Anticipated student's disruptive behavior or emotional distress of the student
- Expected poor performance on the general education assessment
- Impact of student scores on accountability system
- Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication – AAC) to participate in assessment process
- Administrator decision

# Dynamic Learning Maps (DLM)

- District administrators must ensure the IEP team has all of the information needed and applicable participation criteria available when the IEP team is making these decisions.
- An administrator must sign each completed New Jersey DLM Participation Criteria form.
- The administrator should be the person who oversees the IEP process and student instructional programs.
- The sending school administrator must sign these forms, as the sending district is always responsible for developing the IEP of the student, and DLM participation decisions are made by the IEP team.
- A teacher may not sign the New Jersey DLM Participation Criteria forms.
- A signed copy of the New Jersey DLM Participation Criteria form must be placed in the student's confidential cumulative folder. The form will remain in district, and may be reviewed during an IEP meeting, audit or NJDOE visit.

## Dynamic Learning Maps (DLM)

- IEPs must document participation in DLM.
- Any reference to the DLM or “alternate assessment” is acceptable.
- If state assessment information in an IEP needs to be updated for preparation of the upcoming test administration window, please do so immediately.



# Dynamic Learning Maps (DLM)

The ESSA requires that no more than one percent of the total number of tested students participate in the DLM assessment. LEAs are **not prohibited** from assessing more than 1% of their tested students with the DLM; however, they are **required to submit information** justifying the need to exceed the one percent limit.

- Under the direction of the United States Department of Education (USED), New Jersey is required to conduct activities statewide and in selected LEAs with high DLM participation rates to ensure that only those students who meet DLM participation criteria participate in the assessment.
- Any LEA that anticipates exceeding the one percent cap for the DLM YE assessment in the 2024-2025 academic year will be required to complete an online self-passed training and submit a justification form, which can be found on the [NJ DLM resources page](#).

# Graduation and State Assessments

**ALL** students are expected to take and pass the NJGPA as a graduation requirement.

- Students participate in the administration of the NJGPA several times
- Students participate in a portfolio process to meet the graduation requirements

Graduation Exemptions:

- A small percentage of students may have an IEP exemption based on the severity of their disability, determination made by IEP team.
- DLM students graduation requirement is participation in the DLM testing in Grade 11.