



State Assessment Report NJGPA & ACCESS

Spring 2025

Summit Public Schools

August 14, 2025



Overview

- NJGPA Overview
- NJGPA Reports
 - English Language Arts
 - Mathematics
- ACCESS Overview
- ACCESS Report



New Jersey Graduation Proficiency Assessment (NJGPA)

- Administered to Grade 11 students
- Aligned to the Grade 10 NJ Student Learning Standards
 - Mathematics
 - ELA
- Required Performance Level - 725
 - Graduation Ready
 - Not Graduation Ready



Graduation Pathways

Pathway	ELA	Mathematics
First Pathway	Retake and demonstrate proficiency on the ELA component of the NJGPA	Retake and demonstrate proficiency on the mathematics component of the NJGPA
Second Pathway	Meet the minimum required score on one of the ELA assessments listed on the menu of substitute competency tests	Meet the minimum required score on one of the mathematics assessments listed on the menu of substitute competency tests
Third Pathway	Meet the criteria of the New Jersey Department of Education (NJDOE) Portfolio Appeal for ELA	Meet the criteria of the New Jersey Department of Education (NJDOE) Portfolio Appeal for mathematics



Individual Student Reports (ISR)



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME3 LASTNAME3

Date of Birth: 02/05/1998 ID: 5670010026 Grade: 11
SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2024

New Jersey Graduation Proficiency Assessment

The New Jersey Graduation Proficiency Assessment (NJGPA) measures the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics. Graduation readiness is reported separately for each content component.

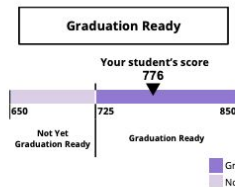
Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.

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ELA

The ELA component assesses student graduation readiness based on grade 10 standards.

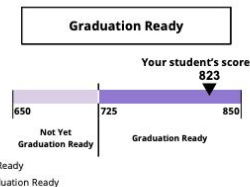
FIRSTNAME3's ELA Performance



Mathematics

The mathematics component assesses student graduation readiness based on Algebra I and Geometry standards.

FIRSTNAME3's Mathematics Performance



The reported scale score is the best estimate of your student's performance. If your student took the assessment several times, under similar circumstances, your student would likely score within a range around the reported scale score.

Page 2 of this report provides information on your student's performance in specific areas, including subclaims for ELA and mathematics.

What is a subclaim?

Subclaims provide information about what your student knows and can do on specific skills within each content component. The symbols next to each subclaim and the Proportion of Available Points by Subclaim diagrams are provided to help you better understand and analyze your student's performance.

Where can I go to learn more?

For additional information regarding your student's overall performance, or the use of Not-Tested or Void codes, please refer to the [NJGPA Score Interpretation Guide](#) in the [NJGPA](#) section at the [NJSLA Resource Center](#): <https://nj.mypearsonsupport.com/njgpa/>

ISRs include:

- Student Performance Levels
- Student Scale Score (650 - 850)
- State, District and School Averages
- Student Performance on Sub-Sections

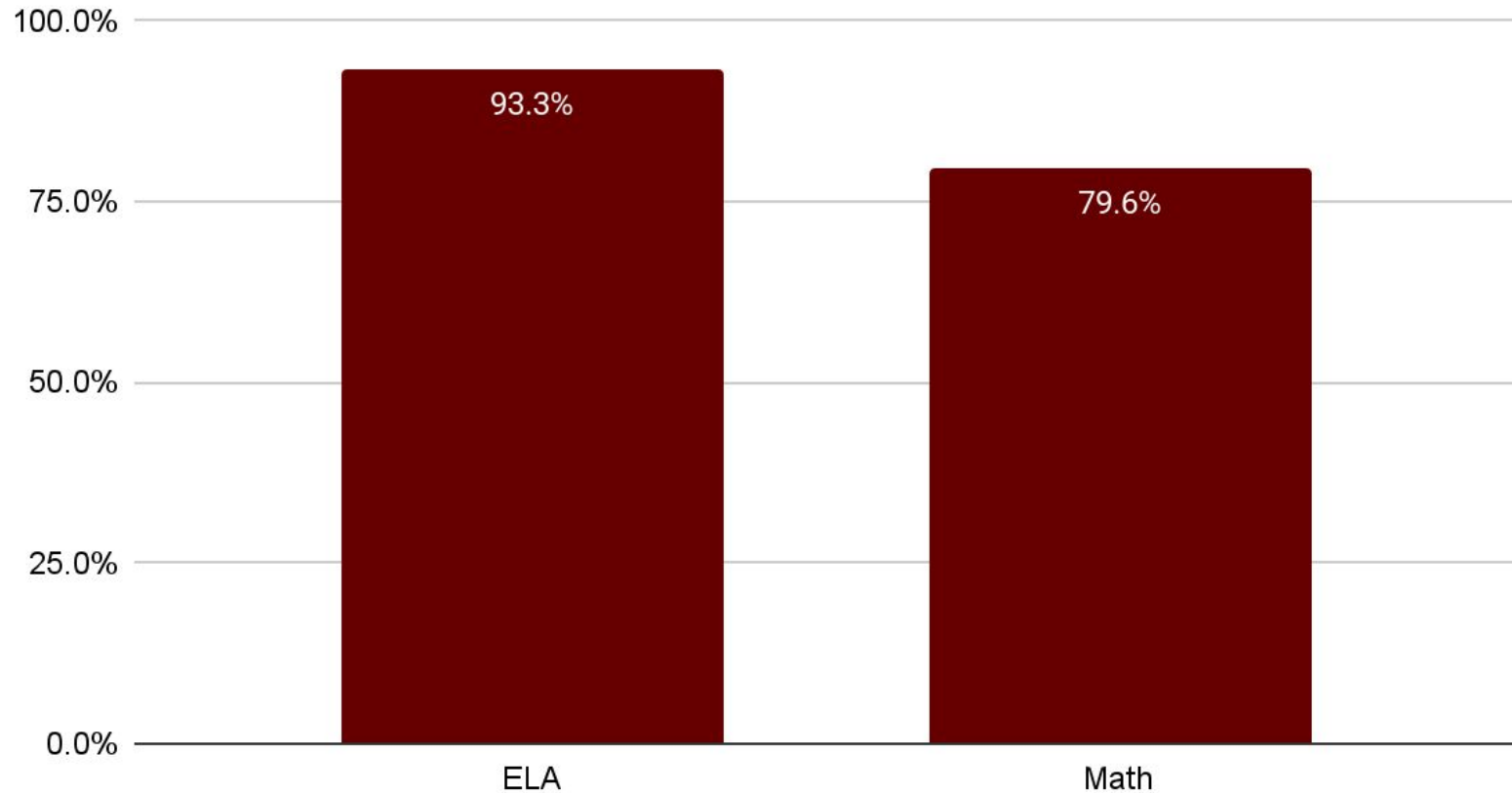
ISR Distribution:

- Reports were mailed home in July
- Reports are posted in PDF form in Genesis.

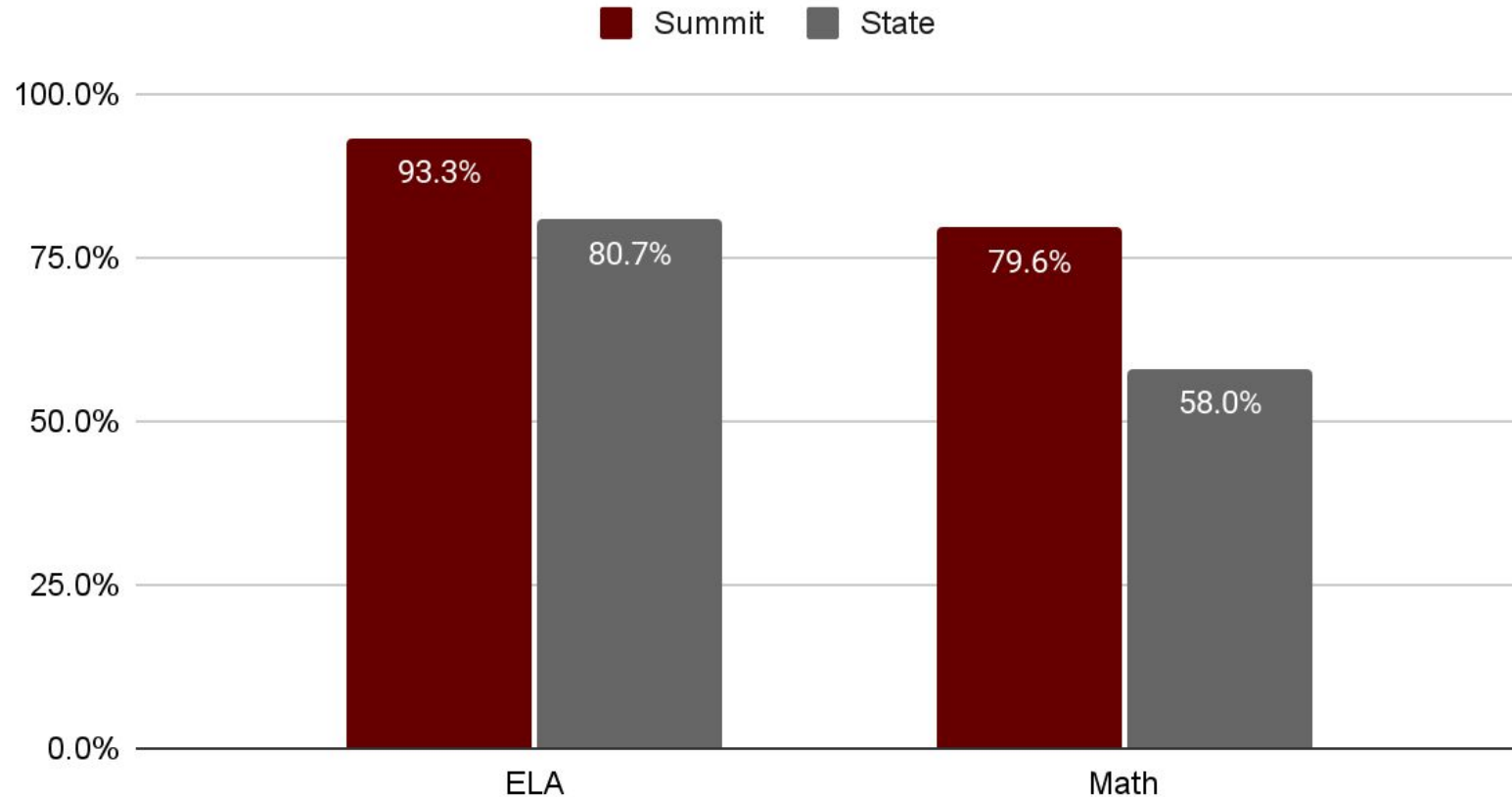
[NJSLA Parent Resource Center](#)



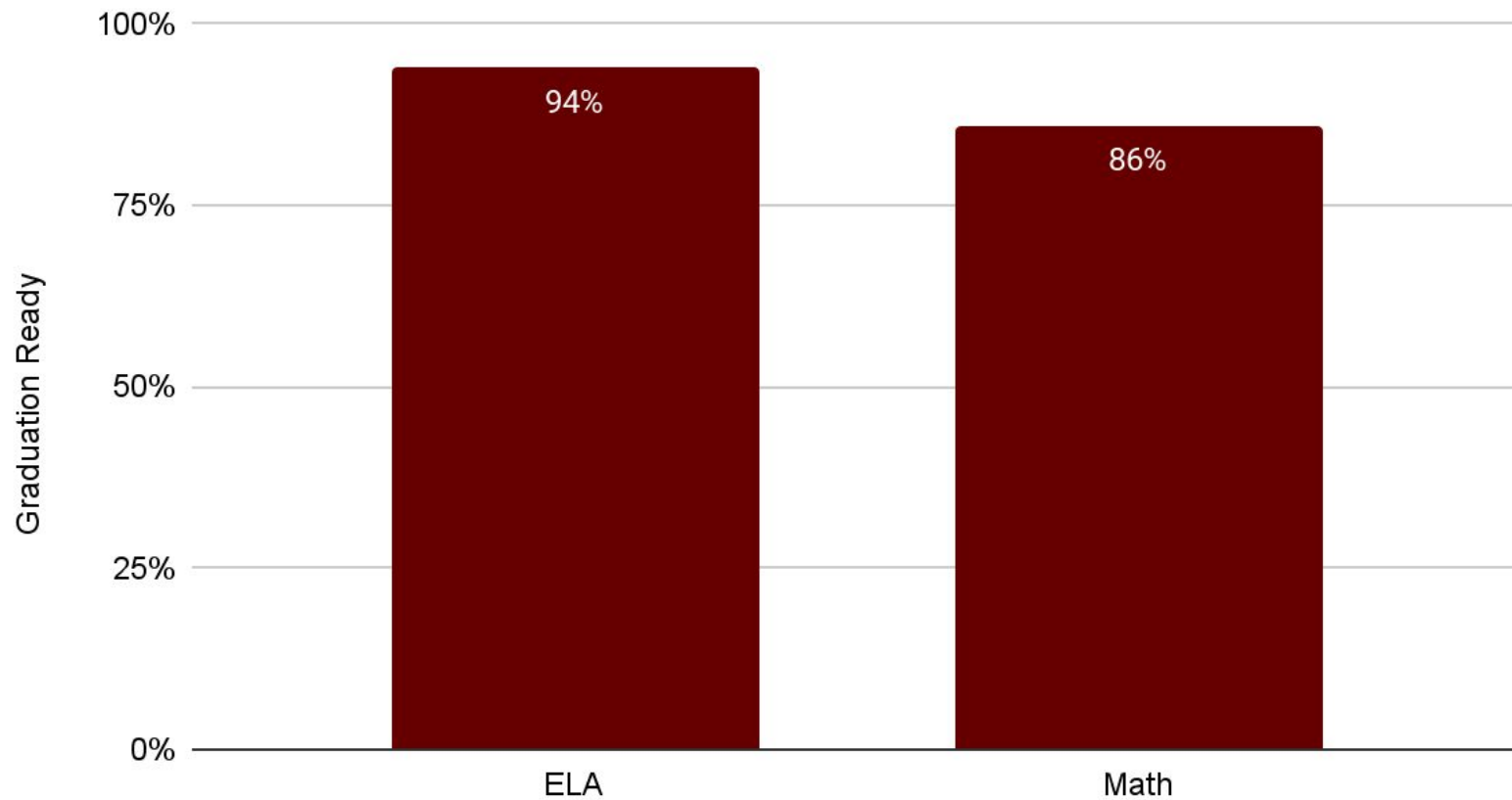
NJGPA Results



NJGPA Spring 2025 - State Comparison

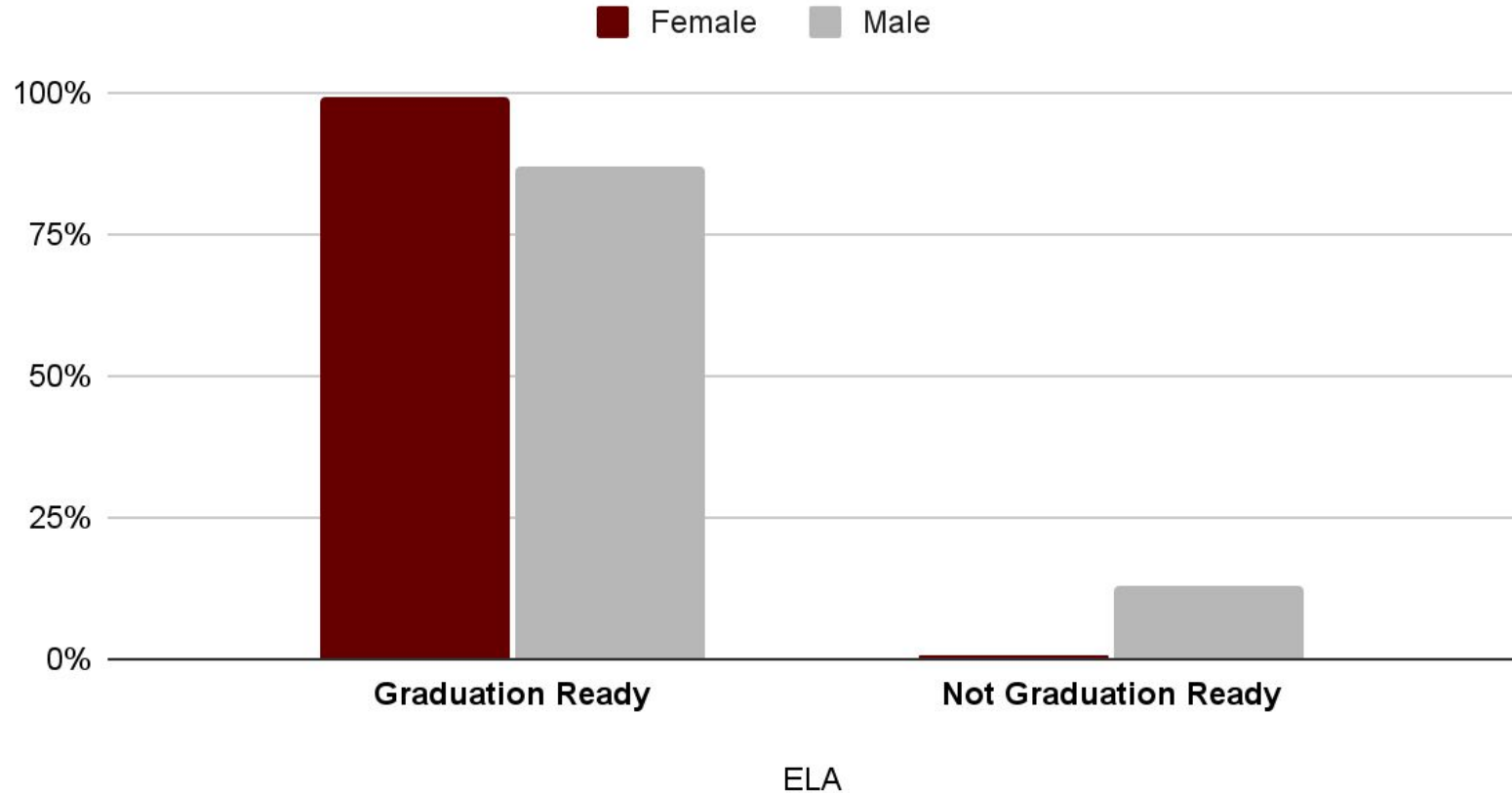


Second Pathway Included (PSAT)



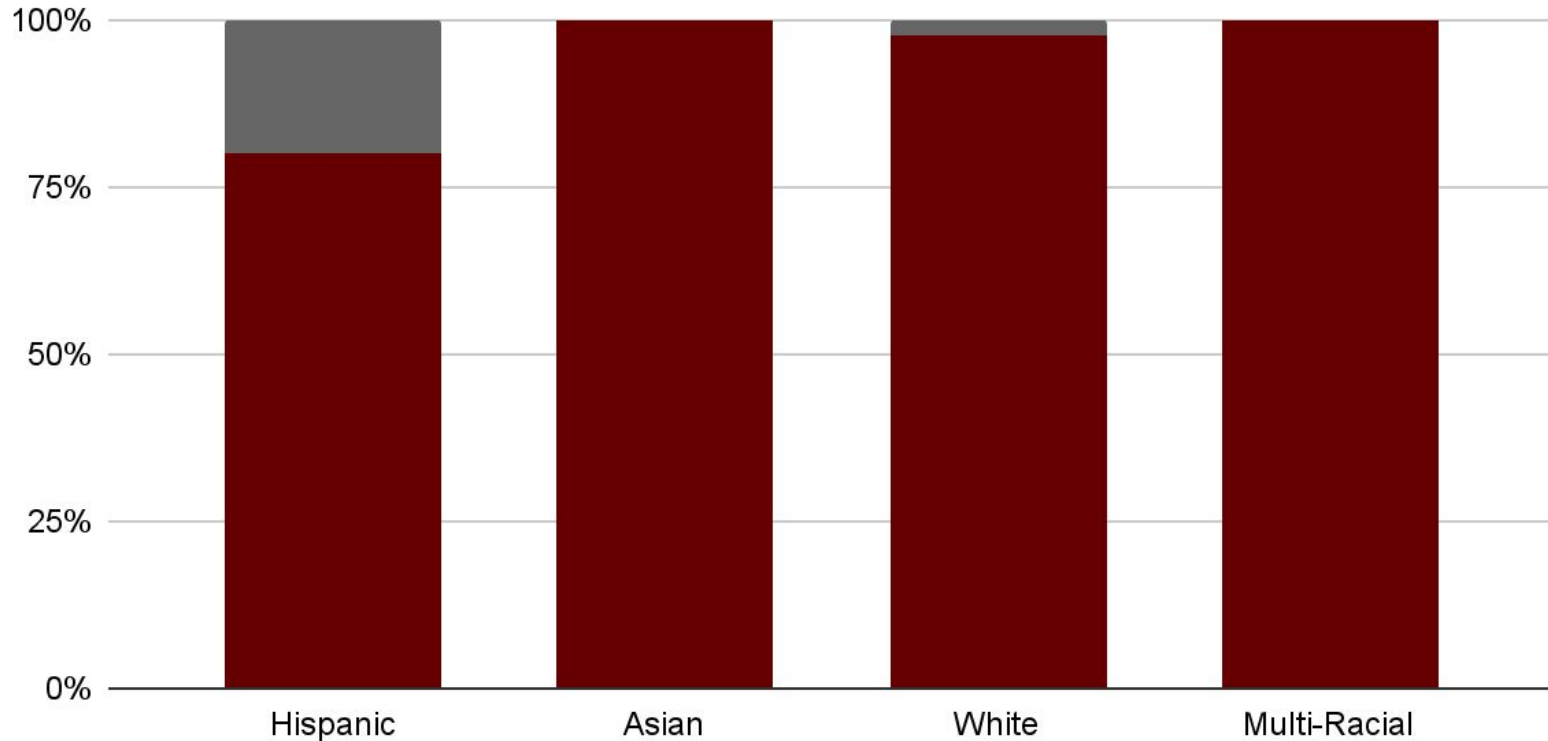
NJGPA - ELA Reports

NJGPA ELA Sub Group - Gender



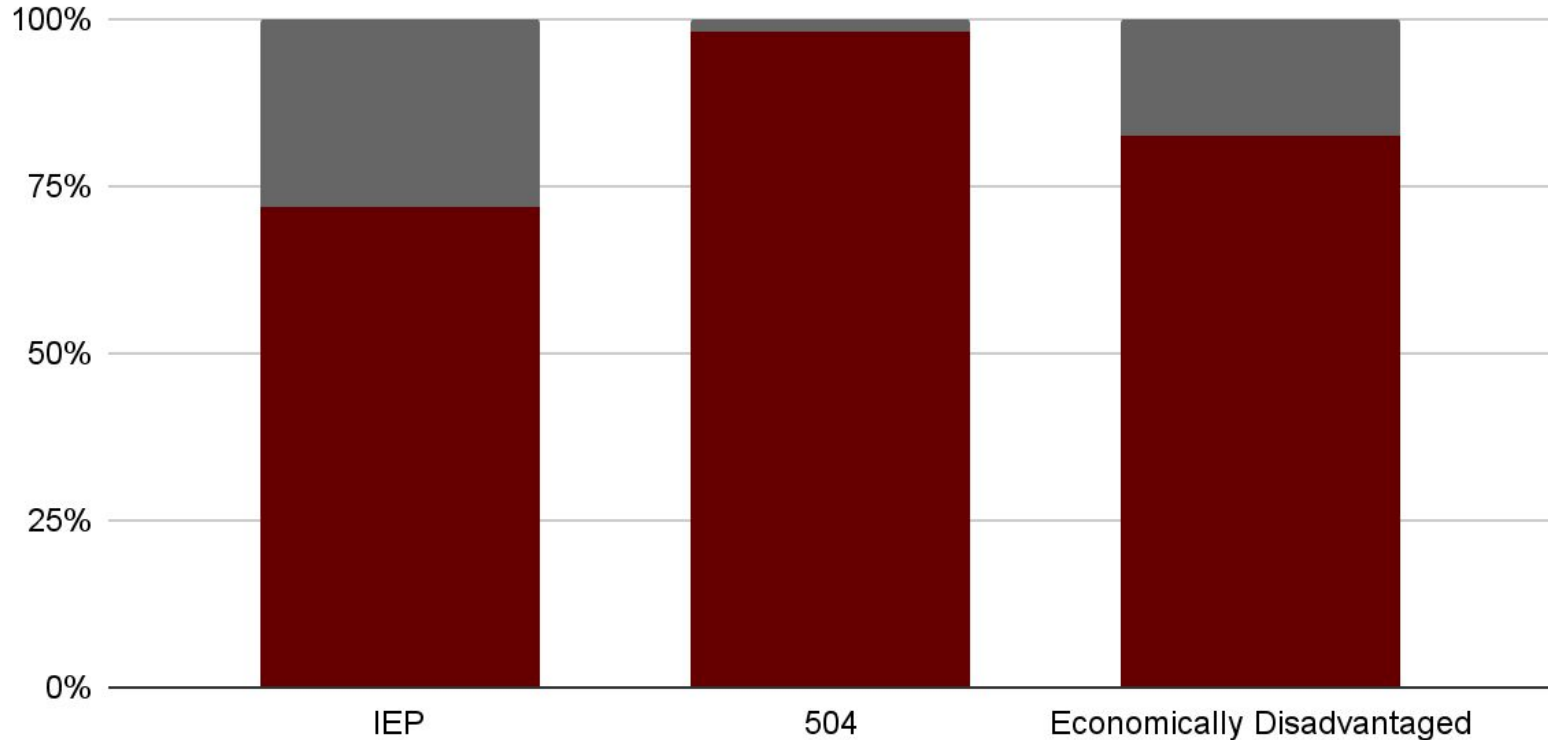
NJGPA ELA Sub Group - Ethnicity/Race

■ Not Graduation Ready ■ Graduation Ready



NJGPA ELA Sub Group - Programs

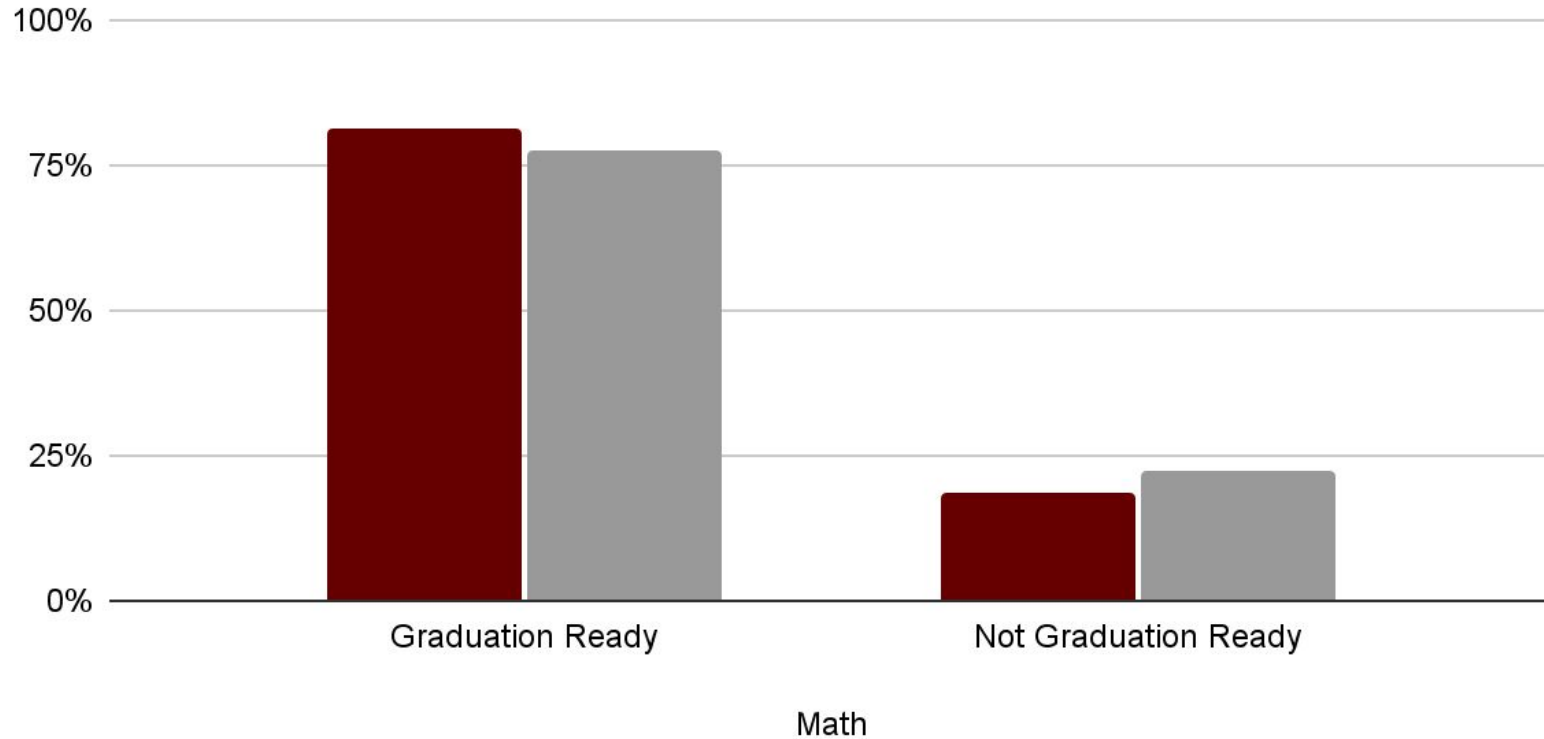
■ Not Graduation Ready ■ Graduation Ready



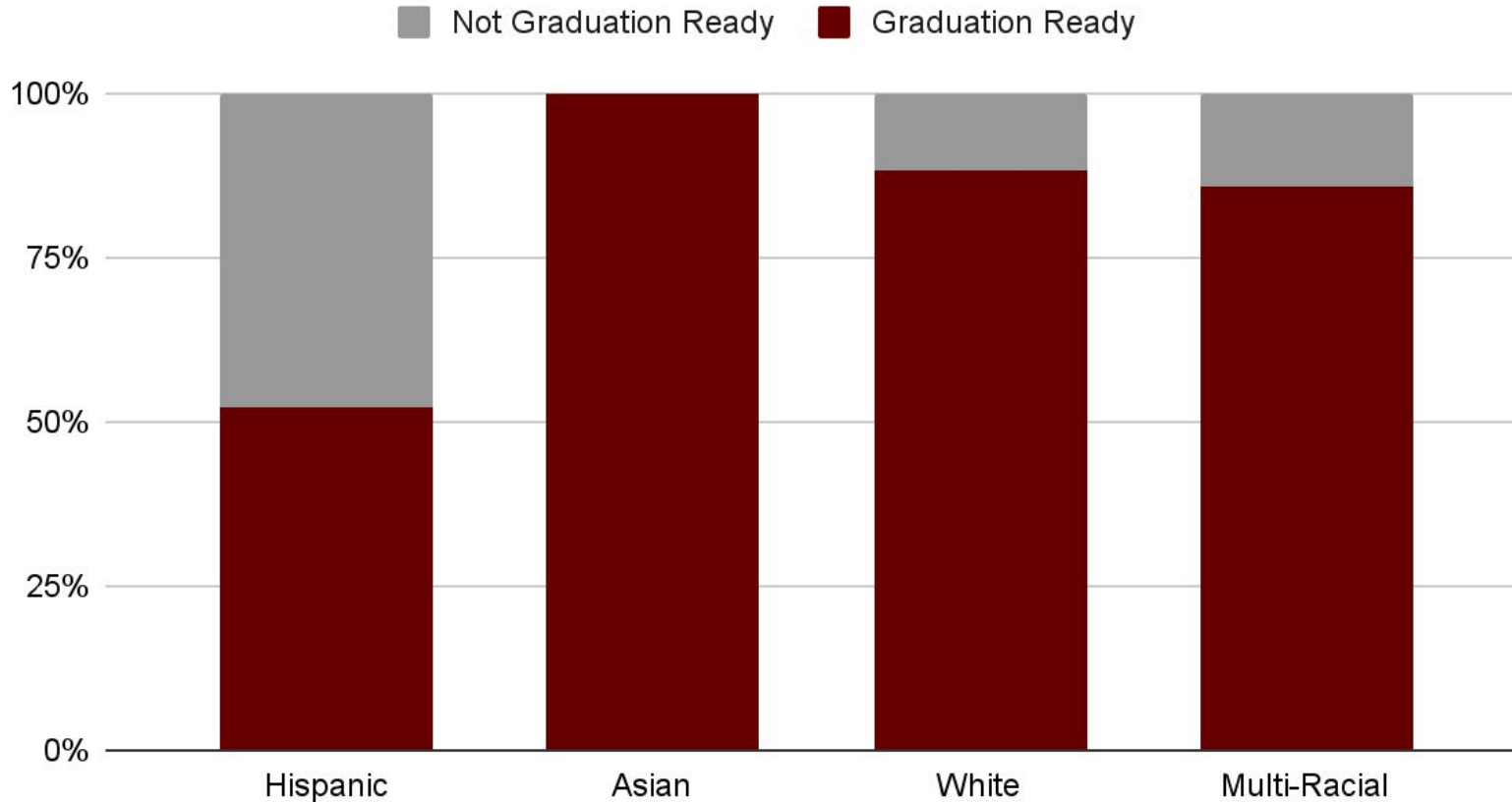
NJGPA - Mathematics Reports

NJGPA Math Sub Group - Gender

Female Male

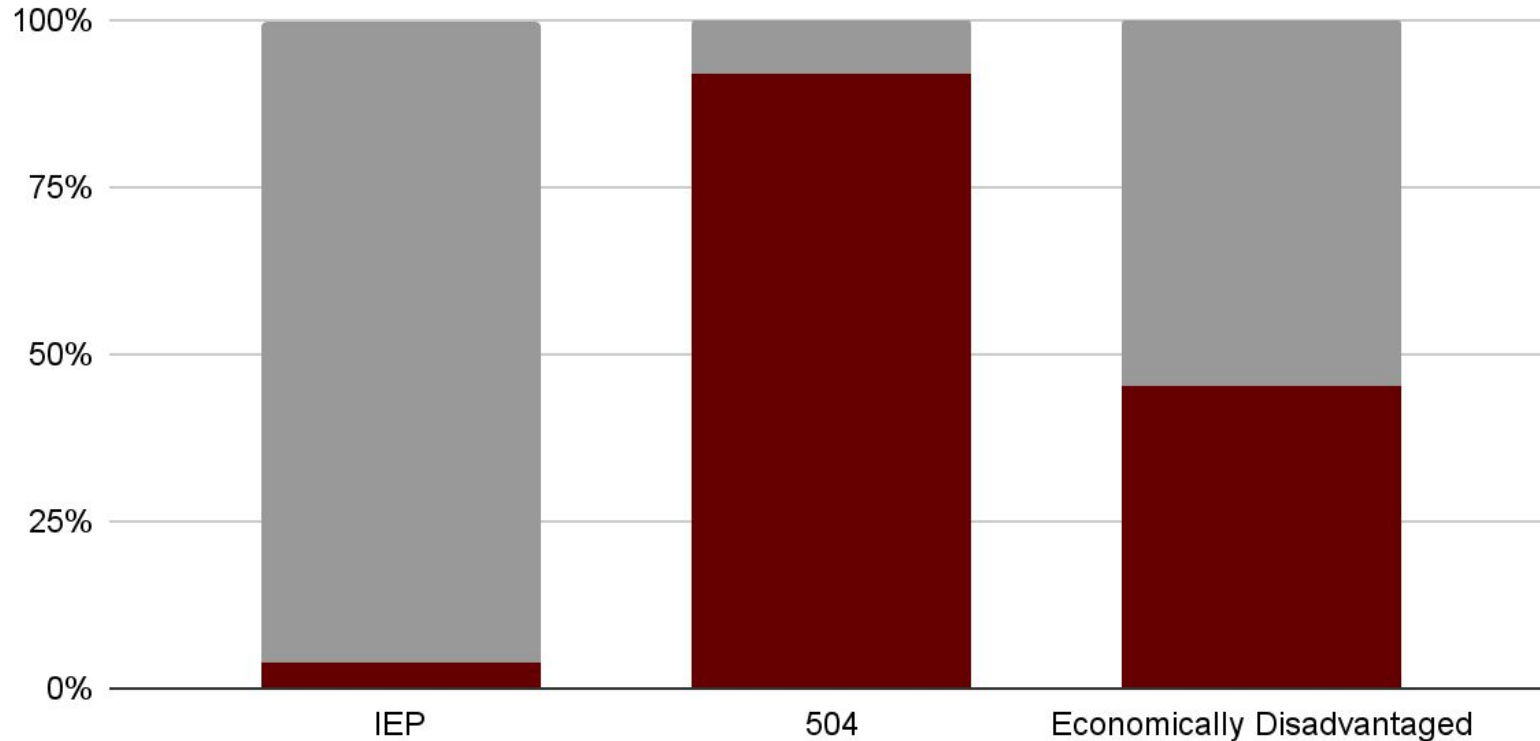


NJGPA Math Sub Group - Ethnicity/Race



NJGPA Math Sub Group - Programs

■ Not Graduation Ready ■ Graduation Ready



Next Steps



- **School-Based Data Team:**
 - Review and analyze Evidence Statement Reports.
 - Identify areas of strength and areas of needs.
 - Meet with Supervisors to discuss instructional needs.
 - Communicate with teachers.
- **Teachers:**
 - Review NJGPA results.
 - Differentiate instruction to support student growth.
 - Monitor progress and adjust instruction as needed.

WIDA ACCESS

ACCESS FOR ML STUDENTS

- Administered to Kindergarten through Grade 12 students who are Multilingual Learners (ML)
- Given annually to monitor students' progress in learning academic English
- Meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ML students' progress toward English language proficiency
- Anchored in the WIDA English Language Development Standards



ACCESS FOR ML STUDENTS

- Assesses the four language domains of Listening, Speaking, Reading and Writing
- Measures students in Oral Language, Literacy, and Comprehension
- Required score of 4.5 to exit the program in addition to teacher feedback.
- Students are continually monitored for two years after exit.



Listening

This domain measures how well students can understand spoken English, including their ability to follow instructions, grasp main ideas, and identify details in conversations or audio materials.

Speaking

This domain assesses students' ability to communicate verbally in English, including their fluency, pronunciation, and ability to express ideas clearly and coherently in spoken form.

Reading

This domain evaluates students' ability to comprehend written texts, including their skill in identifying main ideas, details, and inferences from various types of written material.

Writing

This domain looks at how well students can produce written English, assessing aspects like grammar, vocabulary, coherence, and organization in their written responses.

Individual Domain Scores

Oral Language

50% Listening + 50% Speaking

Literacy

50% Reading + 50% Writing

Comprehension

70% Reading + 30% Listening

Overall

**35% Reading + 35% Writing +
15% Listening + 15% Speaking**

Composite Scores

ACCESS Performance Levels

- Entering/Emerging (1 - 2)
- Developing (3 - 4)
- Bridging/Reteaching (5 - 6)



Individual Student Reports (ISR)

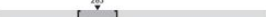
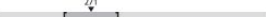
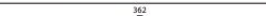
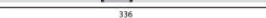


ACCESS for ELLs™
English Language Proficiency Test

Yang, Isabella
Birth Date: | Grade: 04
Tier: A
District ID: W599999 | State ID: 13118248
School: Training Reports School
District: WIDA Use Only - Sample District
State: WS

Individual Student Report 2025

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	2.2											
Speaking 	2.5											
Reading 	2.9											
Writing 	4.7											
Oral Language 50% Listening + 50% Speaking	2.3											
Literacy 50% Reading + 50% Writing	4.3											
Comprehension 70% Reading + 30% Listening	2.7											
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.6											

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: - Identify main topics in discussions - Categorize or sequence information presented orally using pictures or objects
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, or where something happened - Compare objects, people, pictures, and events
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: - Identify main ideas in written information - Identify main actors and events, in stories and simple texts with pictures or graphs
Writing	4	communicate in writing in English using language related to specific topics in school, for example: - Produce papers describing specific ideas or concepts - Narrate stories with details of people, events, and situations

SLINK ISR

ISRs include:

- Student Individual Domain Scores
- Student Composite Scores

ISR Distribution:

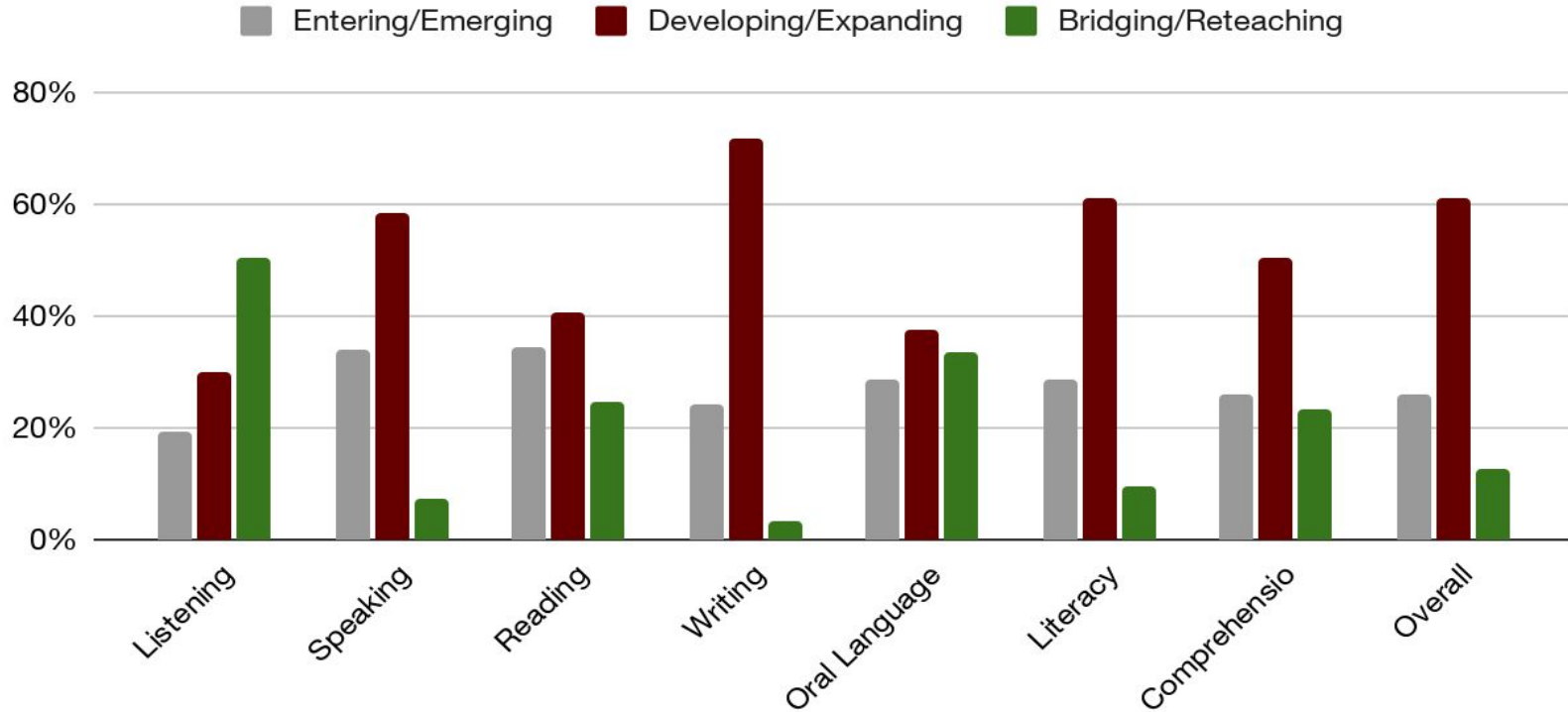
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[NJSLA Parent Resource Center](#)



Percentage of Students Language Acquisition Proficiency

WIDA ACCESS



30% Exited ML Program in 2024-25

Total of 56 Students



Thank you!

