

# Springfield Public Schools



## District Assessment Program 2025-2026

\*Updated September 2025

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**Erica Scudero**, Assistant Superintendent  
**Office of Curriculum, Instruction & Assessment**

**Meredith Gerckens**, Supervisor of School Counseling Services  
**District Test Coordinator**

**District/State Assessment Calendar  
2025–2026**

<b>Assessment</b>	<b>Administration Date/Time</b>	<b>Grades Covered</b>	<b>Requirement</b>	<b>Results Available</b>
ACCESS for ELLs (Assessing Comprehension & Communication in English for English Language Learners)	Computer Based February 2 through March 27, 2026 <b>Makeup:</b> March 30- April 3, 2026	K-12	State Mandated	Summer 2026
Advanced Placement Exams (AP)	May 4–8 & May 11-15, 2026  *Late and/or Exception Testing may be administered after the above dates.	9-12	Any student enrolled in an AP course must sit for the corresponding exam	July 2026
Assessments/Benchmark (iReady) ELA/Math	Computer Based  <b>First Administration:</b> Fall <b>Second Administration:</b> Winter <b>Third Administration:</b> Spring	1-8	District	Immediate
Cognitive Abilities Test (CogAT)	Paper Based October 2025	3 & 5	District	November 2025
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	<b>First Administration:</b> Fall <b>Second Administration:</b> Winter <b>Third Administration:</b> Spring	K-3	District	Immediate

Assessment Subject Area	Administration Date/Time	Grades Covered	Requirement	Results Available
Dynamic Learning Maps (DLM) Instructionally Embedded (IE) Model: ELA, Math & Science	April 6-May 22, 2026 <b>Makeup:</b> May 26-29, 2026	ELA & Math: 3-8,11  Science: 5,8,11	Optional	June 2026
Dynamic Learning Maps (DLM) Year End (YE) Model: ELA, Math & Science	April 6-May 22, 2026 <b>Makeup:</b> May 26-29, 2026	ELA & Math: 3-8,11  Science: 5,8,11	State	June 2026
ELL Assessment	*As needed	1-12	District	Immediate
myView Benchmarks Including writing assessments	Aligned myView	K-5	District	Immediate
National Assessment of Educational Progress (NAEP)	Districts & schools selected for the various NAEP assessments taking place in the 2024/25 school year will be contacted by the NAEP State Coordinator with their designated assessment dates.	Grades 4, 8  (every 4 years)	State	Nation's Report Card
New Jersey Graduation Proficiency Assessment (NJGPA)	March 16-March 20, 2026 <b>Makeup:</b> March 23-27, 2026	Fall Grade 12  Spring Grade 11	State	Fall December  Spring June
New Jersey Graduation Proficiency Assessment (NJGPA) Fall Field Test	October 27-November 14, 2025 <b>Note:</b> No testing November 4,6,7, or 11	Grades 11 & 12	State	Fall December  Spring June

Assessment Subject Area	Administration Date/Time	Grades Covered	Requirement	Results Available
New Jersey Student Learning Assessment (NJSLA) <i>ELA/Math</i>	April 27-May 22, 2026 <b>Makeup:</b> May 26-May 29, 2026	ELA: 3-9 Math: Grades 3-8, Algebra 1, Geometry, or Algebra 2	State	June 2026
New Jersey Student Learning Assessment (NJSLA) Fall Field Test	October 27-November 14, 2025 <b>Note:</b> No testing November 4,6,7, or 11		State	December 2025
New Jersey Student Learning Assessment (NJSLA) <i>Science</i>	April 27-May 22, 2026 <b>Makeup:</b> May 26-May 29, 2026	5, 8, 11	State	June 2026
NJDOE Portfolio Appeal	January 6-May 1, 2026	12	State	June 2026
PSAT/NMSQT	Computer-Based October, 2025*	10-11	District	December 2025
Scholastic Assessment Test (SAT)	Students register independently	High School	N/A	2-4 weeks
Standards-Based Measurement of Proficiency (STAMP) Seal of Biliteracy	Computer Based Test Window January 2026	Grades 9-12	District	February 2026

\* Subject to change

Students in grade 12 and students repeating grade 11 may take the NJGPA, if needed, to meet the State graduation assessment requirement.

If a student is permitted extra time or any other accommodation by their IEP, the parent/guardian should contact their guidance and case manager for additional details on accommodations and accessibility options.

Please click [here](#) for the NJDOE website for information on demonstrating proficiency in English Language Arts and Mathematics to meet the graduation requirement.

## **ACCESS/WIDA for ELL**

### **Assessing Comprehension and Communication in English for English Language Learners**

*State Mandated:* Yes

*Requirement:* NJDOE

*Grades:* K through 12

*Purpose:* The ACCESS for ELL students test is an English language proficiency assessment given to students who have been identified as English language learners. The ACCESS for ELL is given annually and the WIDA to monitor students' progress in acquiring academic English.

## **Advanced Placement Exams (AP)**

*State Mandated:* No

*Requirement:* Students are required to sit for the AP Exam of the corresponding AP course in which they are enrolled to earn full credit. Springfield Public Schools currently incurs 100% of the costs associated with registration, ordering, and administering each exam.

*Grade:* High School

*Purpose:* AP Exams are standardized exams designed to measure how well you've mastered the content and skills of a specific AP course. Most AP courses have an end-of-year exam, but a few courses have different ways to assess what you've learned through a portfolio. Through their CollegeBoard account, students can submit their AP Exam scores to their college or university for credit if they earned a 3 or higher, with some exceptions.

## **Assessments/Benchmark (iReady)**

*State Mandated:* Yes

*Requirement:* QSAC

*Grades:* 1 through 8

*Purpose:* Benchmarks are common assessments given throughout the school year at specified times. A benchmark communicates a strong message to students, teachers, and parents about what knowledge and skills are important to learn, what knowledge is valued, and how learning will be measured. It is important to assess students using more than traditional multiple-choice formats, which usually focus on facts. Constructed response items, such as essays, extended multi-part questions, portfolios, or even experiments, can provide important windows into students' thinking and understanding. A benchmark can serve instructional planning purposes by providing information needed to adjust instruction to meet students' learning needs. A benchmark would not include items or concepts not previously taught.

## **Cognitive Abilities Test (CogAT)**

*State Mandated:* No

*Requirement:* District

*Grades:* 3 and 5

*Purpose:* The Cognitive Abilities Test is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT is a group-administered aptitude test commonly given as an entrance exam into school's gifted programs.

## **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

*State Mandated:* No

*Requirement:* District

*Grades:* K-3

*Purpose:* Dynamic Indicators of Basic Early Literacy Skills is a national assessment designed to measure student mastery of early literacy skills related to letter and sound recognition as well as decoding words.

## **Dynamic Learning Map (DLM)**

*State Mandated:* Yes

*Requirement:* NJDOE

*Grades:* K-12

*Purpose:* The Dynamic Learning Map (DLM) is an adaptive computer-based assessment that will be administered to the one percent of students with the most significant cognitive impairments. The assessment examines student progress towards achieving the New Jersey Learning Standards (NJLS) in English Language Arts and Mathematics.

## **ELL Assessment**

*State Mandated:* No

*Requirement:* District

*Grades:* 1-12

*Purpose:* The WIDA MODEL (Measure of Developing English Language) is an assessment that can provide an initial measure of a student's English language proficiency in Grades 1-12. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services.

## **myView Benchmarks (including writing prompts aligned with the program)**

*State Mandated:* No

*Requirement:* District

*Grades:* K-5

*Purpose:* **myView Literacy** provides explicit and systematic instruction in the foundational skills of writing, such as language, handwriting, spelling, and conventions.

## **National Assessment of Educational Progress (NAEP)**

*State Mandated:* Yes

*Requirement:* NJDOE

*Grades:* 4, 8, & 12 (every 4 years)

*Purpose:* NAEP is a computer based assessment of Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, U.S. History, and Technology and Engineering (TEL). NAEP produces the Nation's Report Card, to inform the public about the academic achievement of elementary and secondary students in the United States. Sponsored by the Department of Education, NAEP collects and reports academic achievement at the national level, and for certain assessments, at the state and district level.

## **New Jersey Graduation Proficiency Assessment (NJGPA)**

*State Mandated:* Yes

*Requirement:* NJDOE

*Grade:* 11

*Purpose:* The NJGPA is required to be administered to students in grade 11 as part of the graduation assessment requirements adopted by the State of NJ. A minimum score of 725 is required for each component (ELA and mathematics) of the NJGPA. Graduation readiness is reported separately for each content component.

## **New Jersey Student Learning Assessment (NJSLA)**

*State Mandated:* Yes

*Requirement:* NJDOE

*Grades:* 3-9, 11

*Purpose:* The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students' progress toward the New Jersey Student Learning Standards in English Language Arts (ELA), mathematics, and science.

## **NJDOE Graduation Assessment Requirements**

State Mandated: Yes

Requirement: NJDOE

Grades: 11 & 12

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or

- Third Pathway: By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

### **NJDOE Portfolio Appeal**

*State Mandated:* Yes

*Requirement:* NJDOE

*Grade:* 12

*Purpose:* The Portfolio Appeal allows students who did not take the state assessments, or who were unable to achieve a passing score on the assessments, or unable to achieve a passing score on the alternative standardized exams, to successfully complete the Portfolio Appeal Process in order to earn a high school diploma.

### **PSAT/NMSQT (National Merit Scholarship Qualifying Test)**

*State Mandated:* No

*Requirement:* District

*Grades:* 10-11

*Purpose:* Students can use their PSAT/NMSQT score in several ways. It gives students valuable practice for the SAT and insight into how to prepare, and it opens opportunities for scholarships and recognition. Score reports can also help students identify potential for Advanced Placement courses and explore paths to take for after high school

### **Scholastic Assessment Test (SAT)**

*State Mandated:* No

*Requirement:* Optional/Not Required.

*Grade:* Most commonly grades 10-12, though any student is eligible to sign-up. A variety of factors can determine the best timeline. Students should consult with their school counselor.

*Purpose:* The SAT is designed to measure a student’s academic readiness for college. The SAT assesses the critical reading, language, mathematics and writing skills students need for college and beyond. Scores can be submitted to colleges and universities along with a formal application for review. Scores can be submitted to colleges and universities along with a formal application for review. Students are responsible for reporting scores directly to colleges. Families are responsible to pay CollegeBoard directly during registration. Fee waivers are available for eligible students.

### **Standards-Based Measurement of Proficiency (STAMP) Seal of Biliteracy**

*State Mandated:* Yes

*Requirement:* Seal of Biliteracy

*Grade:* High School

*Purpose:* STAMP Standards-Based Measurement of Proficiency is an internationally recognized web-based test that assesses language proficiency. The test has four sections: Reading, Writing, Listening and Speaking. Test results will indicate the level of proficiency achieved for each section of the test. STAMP qualifies students for the Seal of Biliteracy and the data enables educators to guide students on the path to improve language learning outcomes.

Please note, The New Jersey Department of Education, in partnership with Cambium Assessment, Inc. (CAI), is pleased to announce the launch of the New Jersey Student Learning Assessments-Adaptive (NJSLA-Adaptive) and the New Jersey Graduation Proficiency Assessment-Adaptive (NJGPAAdaptive). These assessments will be aligned with the New Jersey Student Learning Standards (NJSLs) for ELA and mathematics, and are designed to continue to give students the opportunity to demonstrate their knowledge and skills in a meaningful way. These assessments reflect an effort to improve the testing experience while maintaining a strong connection to the NJSLs. The rollout of the NJSLA-Adaptive and the NJGPA-Adaptive will occur following the fall administration of the prior NJGPA with a field test administration. This field test is essential to evaluate the quality, clarity, and fairness of the assessment items before they are used in live administrations this coming spring. Please see the Statewide Assessments Testing Schedule 2025- 2026 for the dates of each administration in this upcoming school year. Training dates for key district personnel will be provided to districts and schools in the next two weeks to support effective planning and implementation. Additional resources will be forthcoming. A key feature of these assessments is their adaptive format. As students progress through the test, future questions are determined based on their responses, creating a more personalized and appropriate experience for each learner. This approach can help reduce testing anxiety by presenting students with questions closer to their current level, encouraging confidence and focus. An adaptive assessment may also lead to more accurate results by measuring each student’s performance with greater precision since the students will be receiving more items closer to their current level. In addition, because each test is likely to differ from student to student, the system offers stronger security and strengthens the integrity of the test administration. Students will continue to have the ability to review and change their answers within each section of the assessment, ensuring they remain fully engaged and in control of their testing experience. The Department is working with CAI to minimize seat time while building the bank of additional test items necessary to ensure psychometric validity and reliability of the adaptive

assessment. Importantly, students with specialized learning needs will continue to receive approved accommodations to ensure equitable access and remove barriers during testing.