



Summit Public Schools

October 8, 2026

SPRING 2026

State Assessment Report

Overview

NJSLA - A

NJ Student Learning
Assessment - Adaptive

NJSLA - S

NJ Student Learning
Standards - Science

NJGPA - A

NJ Graduation Proficiency
Assessment - Adaptive

WIDA ACCESS

English Language Proficiency
Assessment

DLM

Dynamic Learning Maps
Alternate Assessment



New Jersey's Adaptive Assessments

- **NJ State Learning Standards:** NJSLA-A and NJGPA-A measure the exact same New Jersey Student Learning Standards (NJSLS).
- **Real Time Adjustments:** Unlike traditional fixed-form tests where every student answers the exact same static set of questions, a computer adaptive test adjusts item difficulty in real time based on student performance.
- **How it Works:** As a student answers questions, the test dynamically selects subsequent items, providing more challenging questions when answers are correct or adjusting difficulty when a student struggles.



Why New Jersey Shifted to Adaptive Testing

- **Fairer & More Precise Results:** Adaptive testing yields a clearer, more accurate picture of what each student knows and can do across all achievement levels.
- **Reduced Student Frustration & Engagement:** Reduces test fatigue and disengagement by preventing students from feeling overwhelmed by questions far above their level.
- **Deeper Diagnostic Insights:** Gives teachers and families richer data regarding specific student strengths and learning gaps to better inform classroom instruction and home support.
- **Faster Result Turnaround in Future Years:** While establishing new cut scores required a standard-setting process for Spring 2026, starting in Spring 2027, results will be delivered **up to two months faster** than under previous fixed-form assessments.

NJSLA-A & NJGPA - A Side-by-Side Comparison

Feature	NJSLA	NJSLA - A
Test Delivery	Fixed Form	Computer Adaptive
Structure	Individual Sessions	Running Test (10 minute break)
ELA	Reading & Writing <u>Integrated</u> Grade 3: 150 minutes Grades 4 - 9 & 11: 180 minutes	Reading & Writing <u>Separated</u> Grades 3 - 9 & 11: 240 minutes Reading - 150 minutes Writing - 90 minutes
Math	Grades 3 - 8 & 11: 180 minutes HS EOC: 180 minutes	Grades 3 - 8& 11: 150 minutes HS EOC: 150 minutes

NJSLA - A

New Jersey Student Learning Assessments (NJSLA - A)

- Aligned to the New Jersey Student Learning Standards
- NJSLA ELA Grades 3-9
- NJSLA Mathematics Grades 3-8, Algebra I, Algebra II, Geometry
- NJSLA-S Science Grades 5, 8, and 11



NJSLA - A Five Performance Levels

- Did Not Yet Meet expectations
- Partially Meets expectations
- Approaching Expectations
- Meets Expectations
- Exceeding Expectations



NJSLA - A Individual Student Reports (ISR)

ISRs include:

- Student Performance Levels
- Student Scale Score
- State, District and School Averages
- Student Performance on Sub-Sections

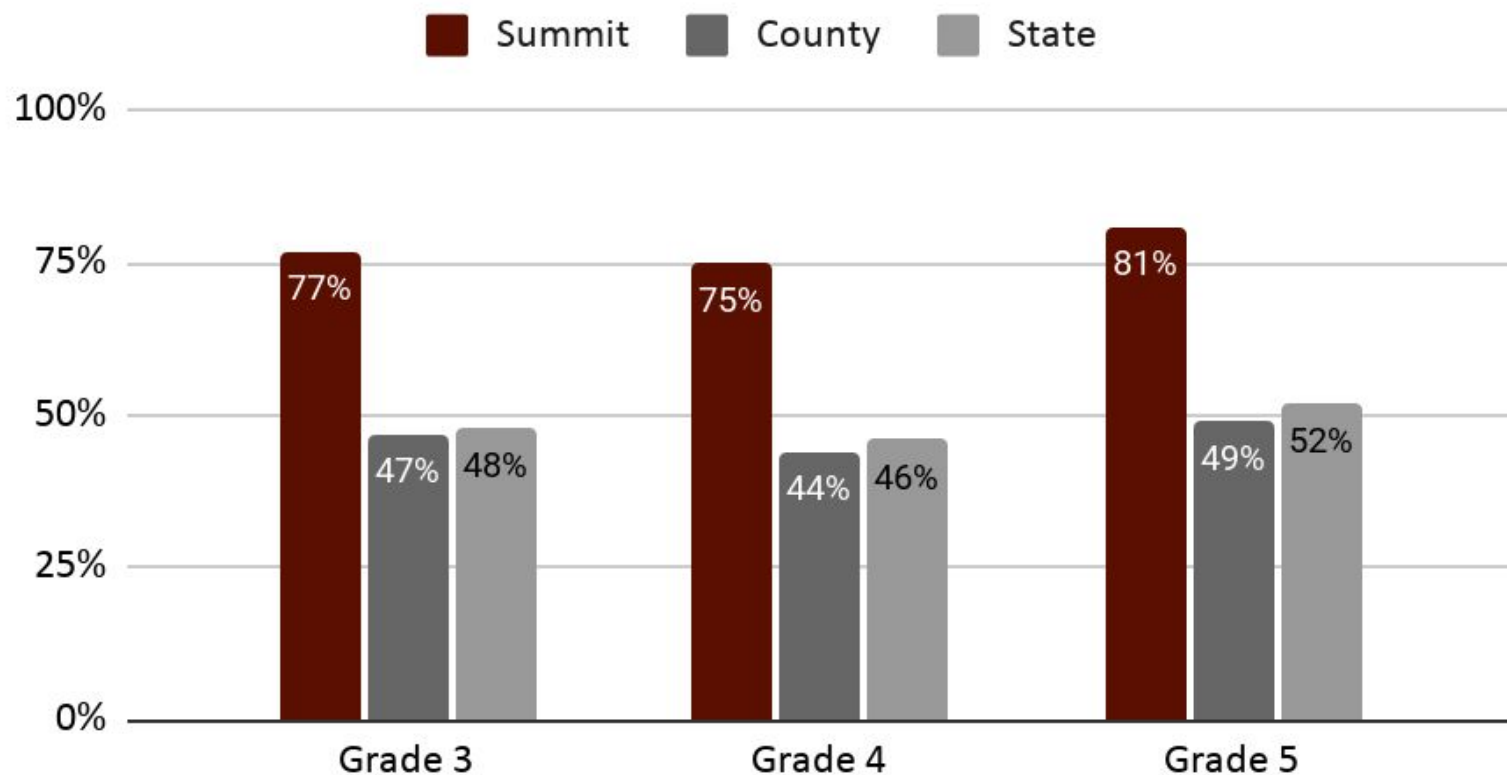
ISR Distribution:

- Reports will be mailed home mid-October.
- Reports will be posted in Genesis.

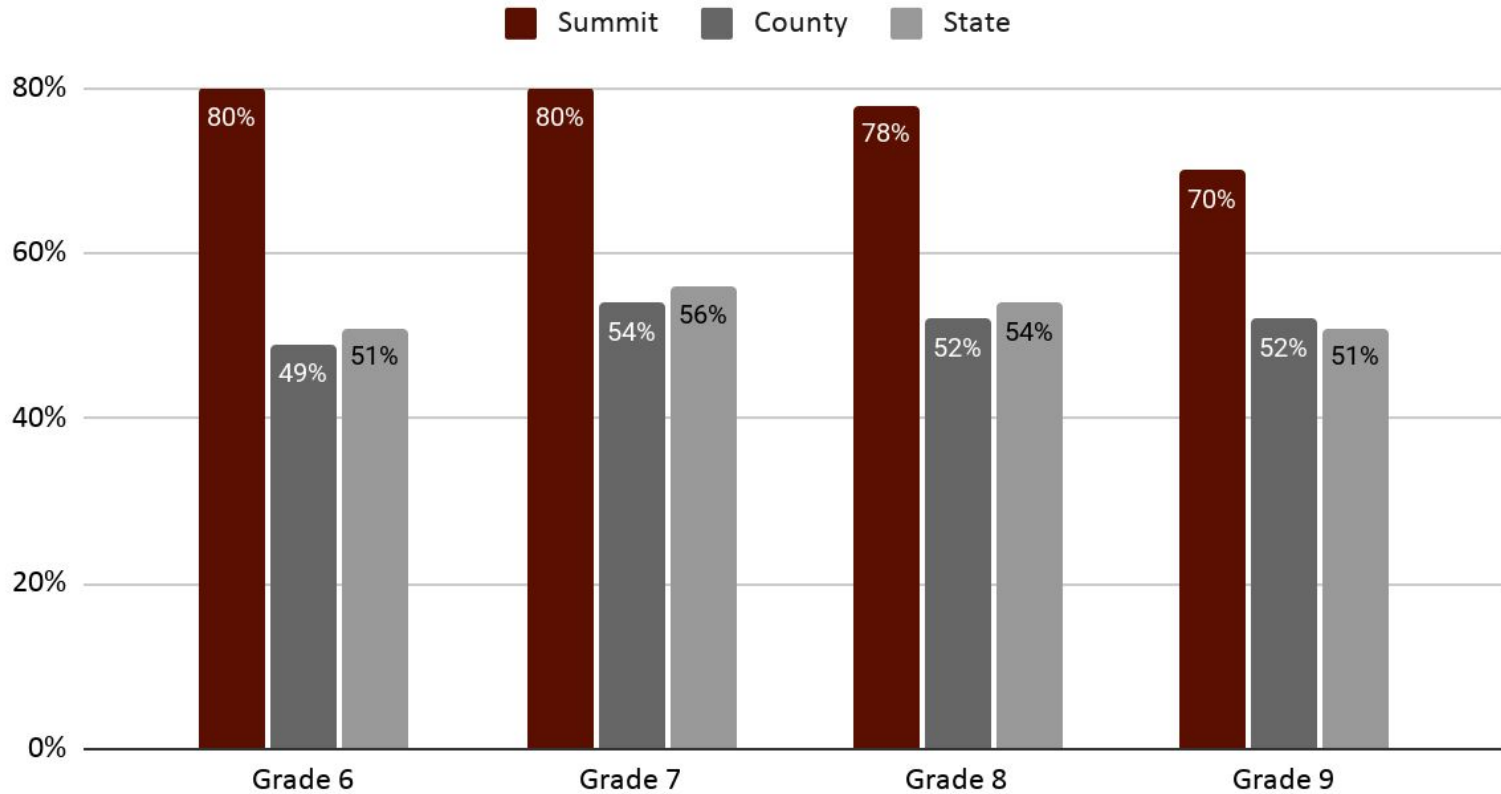
[NJSLA- A Parent Resource Center](#)



State & County Comparisons: ELA



State & County Comparisons: ELA



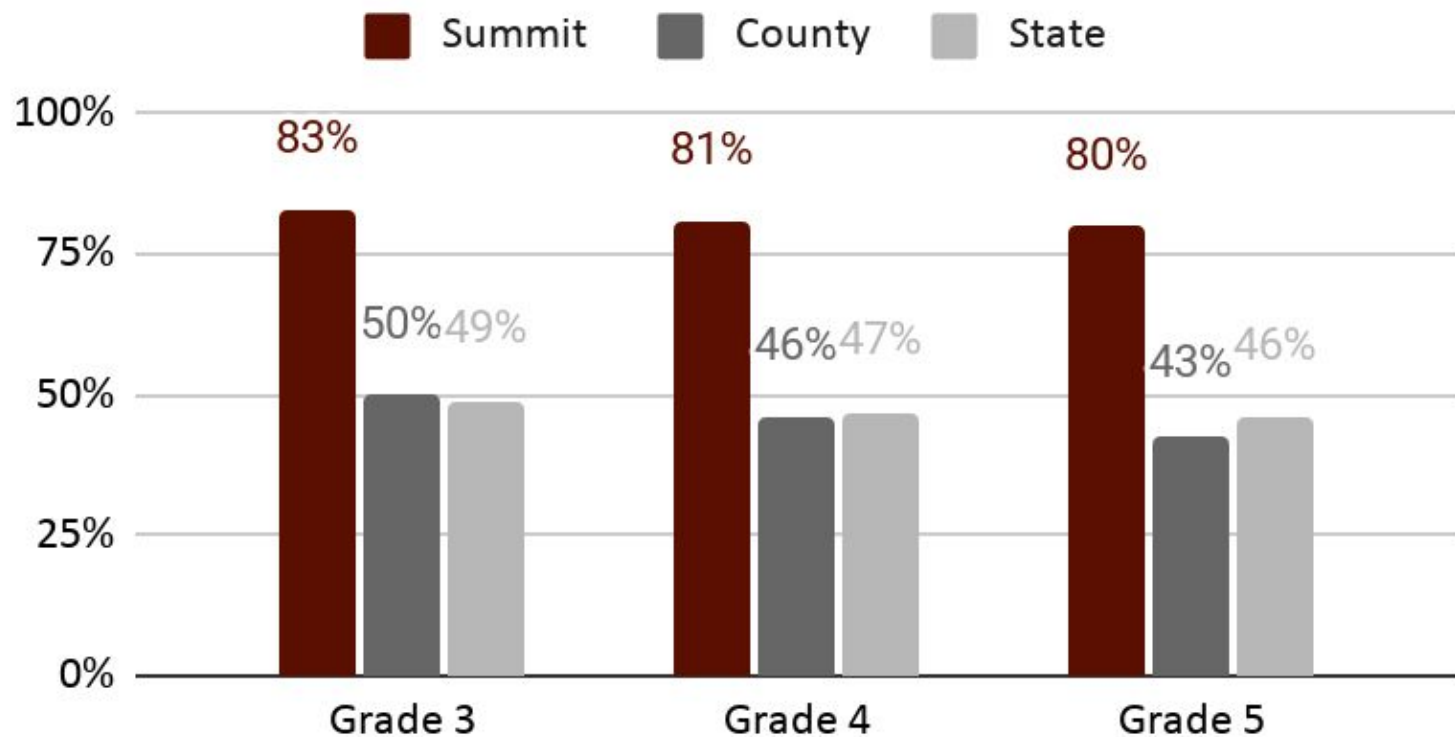
NJSLA - A: ELA Grades 3 - 5

Grade Level	Reporting Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeding Expectations
Grade 3	Summit	1%	10%	12%	40%	37%
	County	12%	22%	19%	32%	15%
	State	11%	21%	19%	33%	15%
Grade 4	Summit	2%	4%	20%	25%	50%
	County	14%	16%	25%	23%	21%
	State	12%	15%	26%	25%	21%
Grade 5	Summit	3%	9%	7%	48%	33%
	County	13%	23%	14%	37%	12%
	State	11%	22%	15%	39%	13%

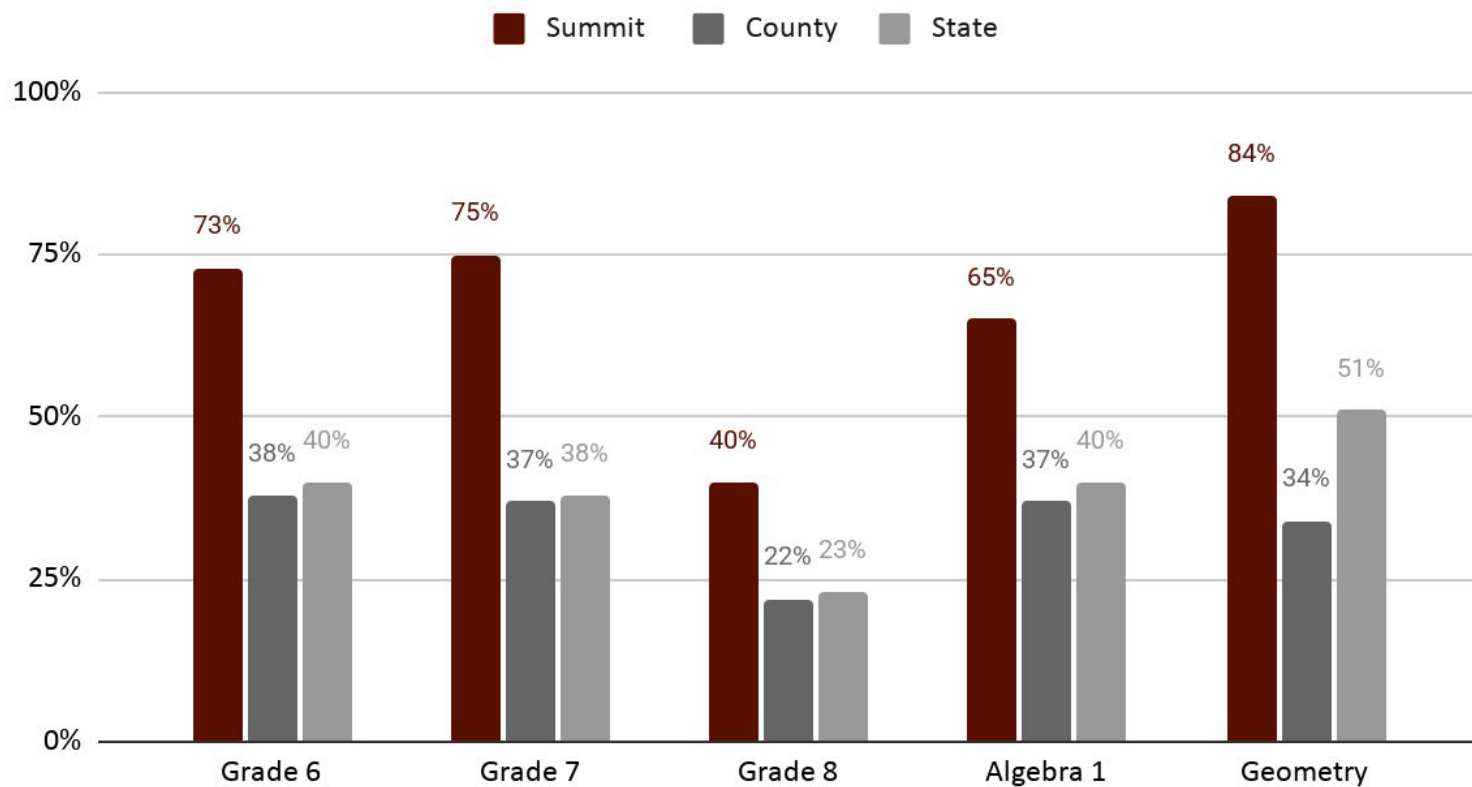
NJSLA - A: ELA Grades 6 - 9

Grade Level	Reporting Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeding Expectations
Grade 6	Summit	2%	5%	13%	44%	36%
	County	13%	15%	22%	33%	16%
	State	12%	15%	22%	34%	17%
Grade 7	Summit	3%	6%	10%	44%	36%
	County	12%	17%	17%	37%	17%
	State	11%	16%	17%	38%	18%
Grade 8	Summit	5%	4%	13%	41%	37%
	County	17%	12%	19%	33%	19%
	State	15%	12%	20%	33%	21%
Grade 9	Summit	10%	9%	10%	46%	24%
	County	19%	14%	16%	36%	16%
	State	18%	14%	17%	35%	16%

State & County Comparisons: Math



State & County Comparisons: Math



NJSLA - A: Math Grades 3 - 5

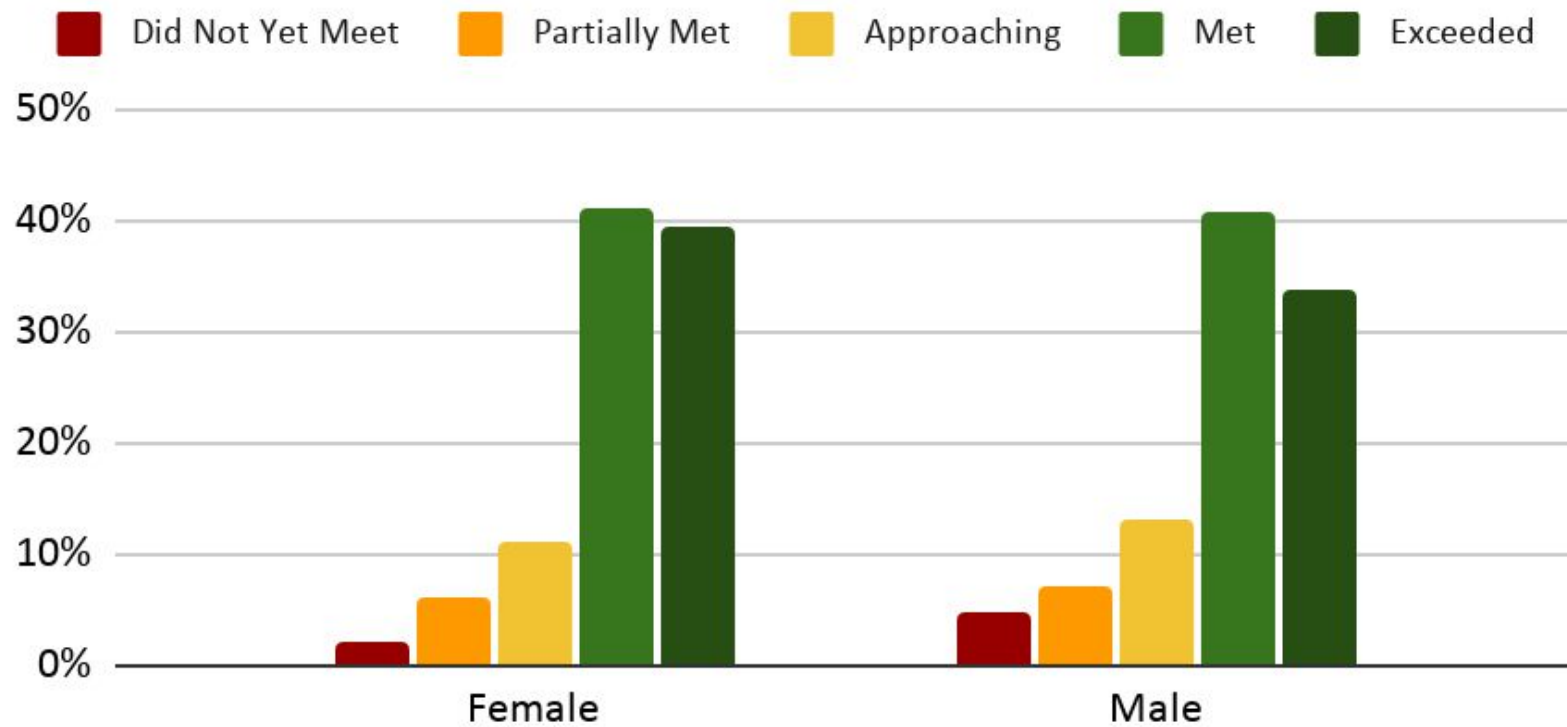
Grade Level	Reporting Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeding Expectations
Grade 3	Summit	2%	7%	8%	34%	49%
	County	17%	19%	13%	31%	19%
	State	18%	19%	14%	31%	18%
Grade 4	Summit	5%	3%	12%	41%	40%
	County	17%	15%	23%	31%	15%
	State	16%	14%	24%	32%	15%
Grade 5	Summit	5%	4%	12%	41%	39%
	County	18%	17%	22%	30%	13%
	State	15%	16%	23%	31%	15%

NJSLA - A: Math Grades 6 - 9

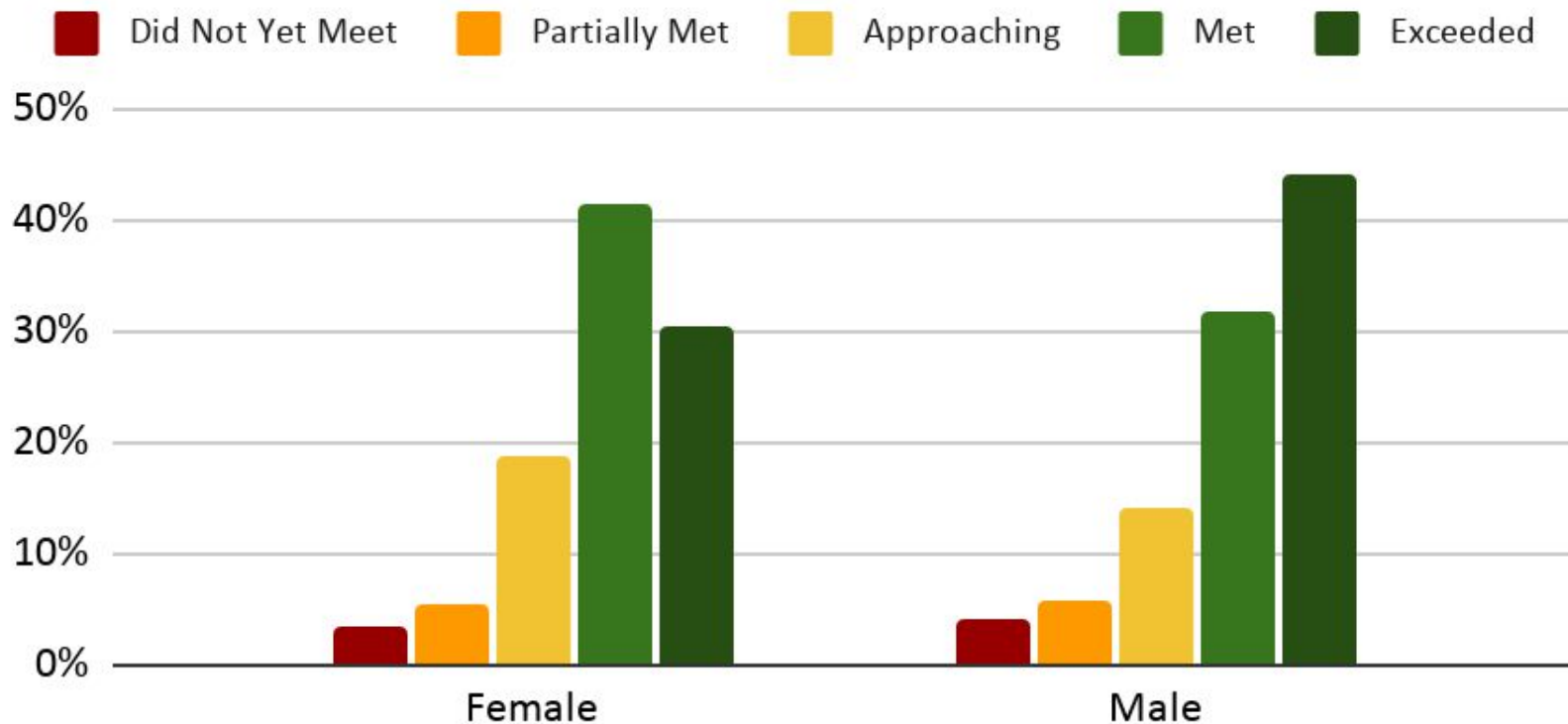
Grade Level	Reporting Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approaching Expectations	Met Expectations	Exceeding Expectations
Grade 6	Summit	2%	5%	21%	26%	47%
	County	14%	21%	27%	22%	16%
	State	12%	20%	27%	23%	17%
Grade 7	Summit	2%	7%	17%	39%	36%
	County	16%	19%	27%	27%	10%
	State	15%	18%	29%	28%	10%
Grade 8	Summit	11%	10%	38%	26%	14%
	County	32%	20%	27%	16%	6%
	State	28%	20%	29%	16%	7%
Algebra 1	Summit	5%	10%	20%	43%	22%
	County	18%	23%	22%	28%	9%
	State	15%	23%	23%	30%	10%
Geometry	Summit	4%	1%	12%	35%	49%
	County	12%	26%	28%	19%	15%
	State	6%	16%	27%	25%	26%

NJSLA -A Sub Group Reports

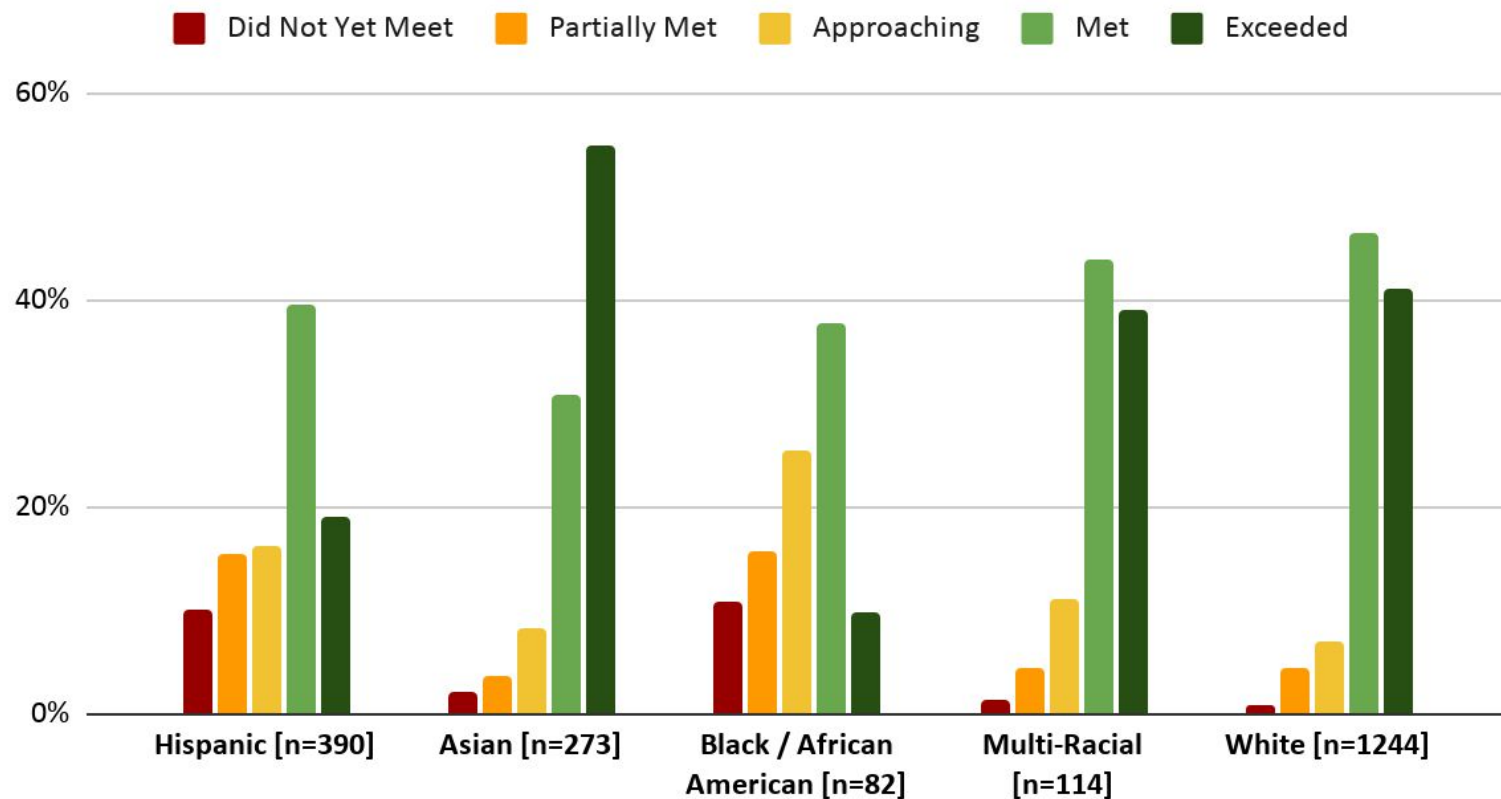
NJSLA - A ELA: Gender



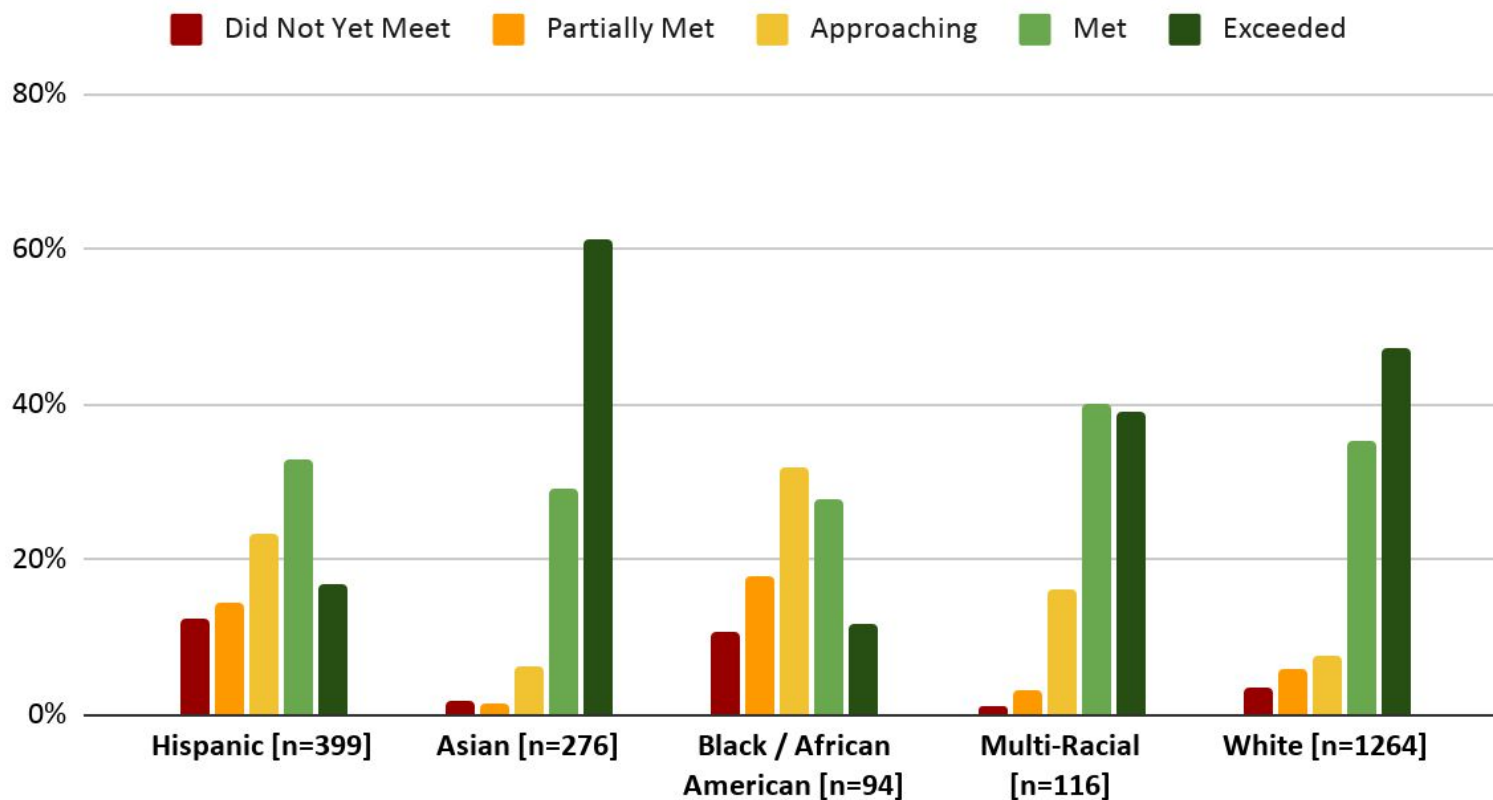
NJSLA - A Math: Gender



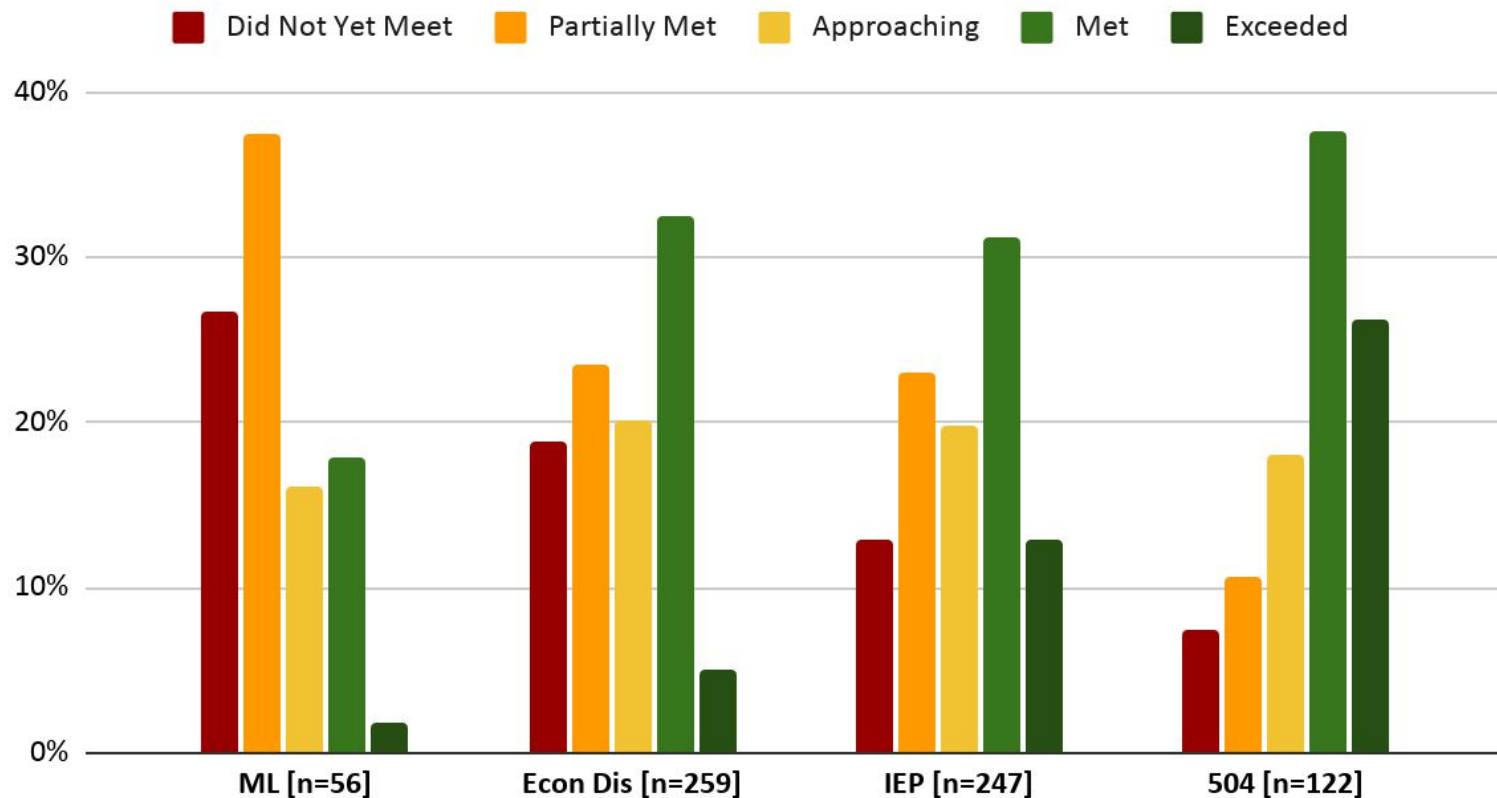
NJSLA - A ELA: Race & Ethnicity



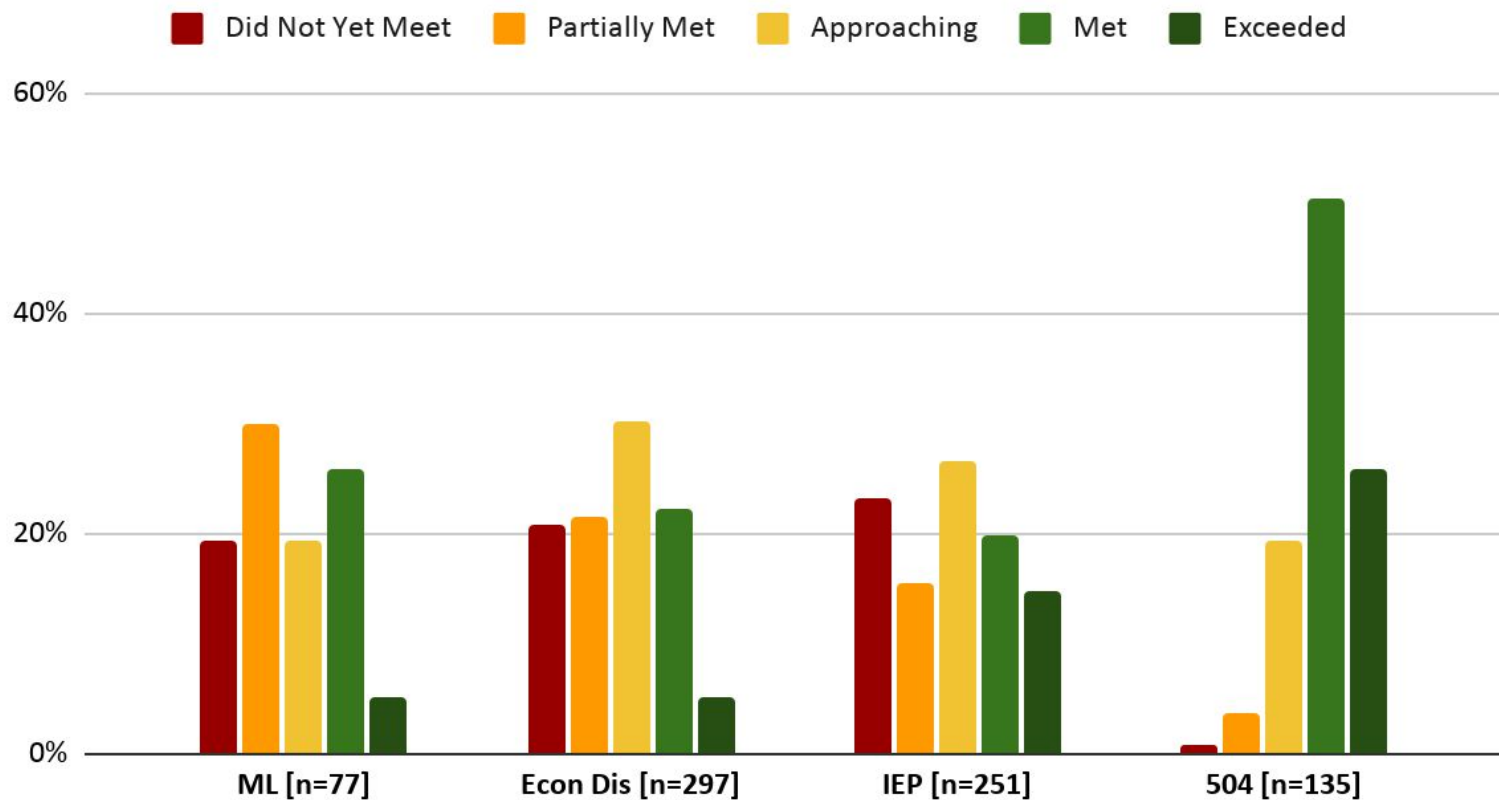
NJSLA - A Math: Race & Ethnicity



NJSLA - A ELA: Programs



NJSLA - A Math: Programs



Next Steps

ELA

- Examine subgroup performance trends to identify areas of need within programs.
- Review the Language and Reading Literature standards and curricular program to deepen student understanding and improve vertical alignment in these areas.

Math

- Review geometry, data literacy, and statistics & probability standards and update materials and resources to enhance student learning.
- Expand critical thinking and reflection opportunities to deepen students' understanding of mathematical concepts.



NJSLA - S Science Report

NJSLA-S Science

Four Performance Levels

Level 1: Below Proficient

Level 2: Near Proficient

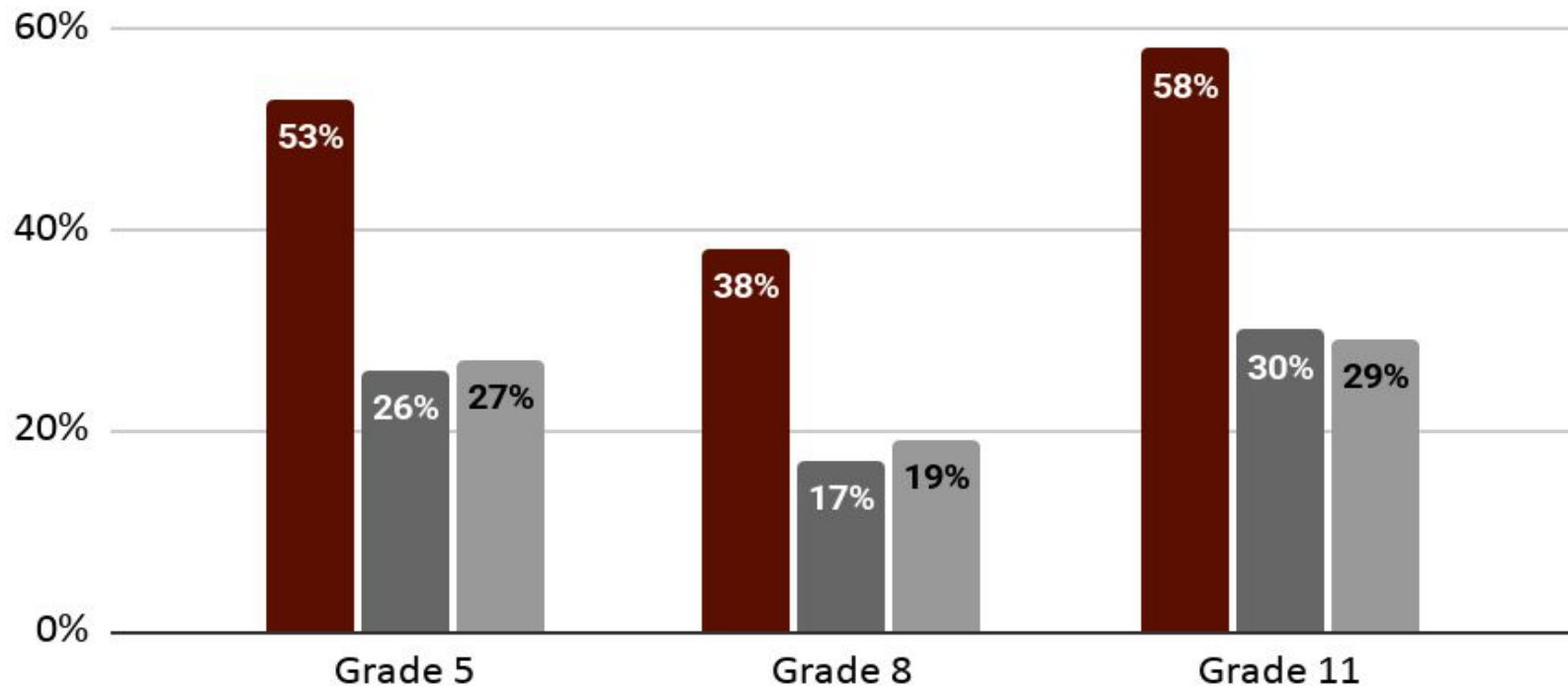
Level 3: Proficient

Level 4: Advanced Proficient



State & County Comparisons: Science

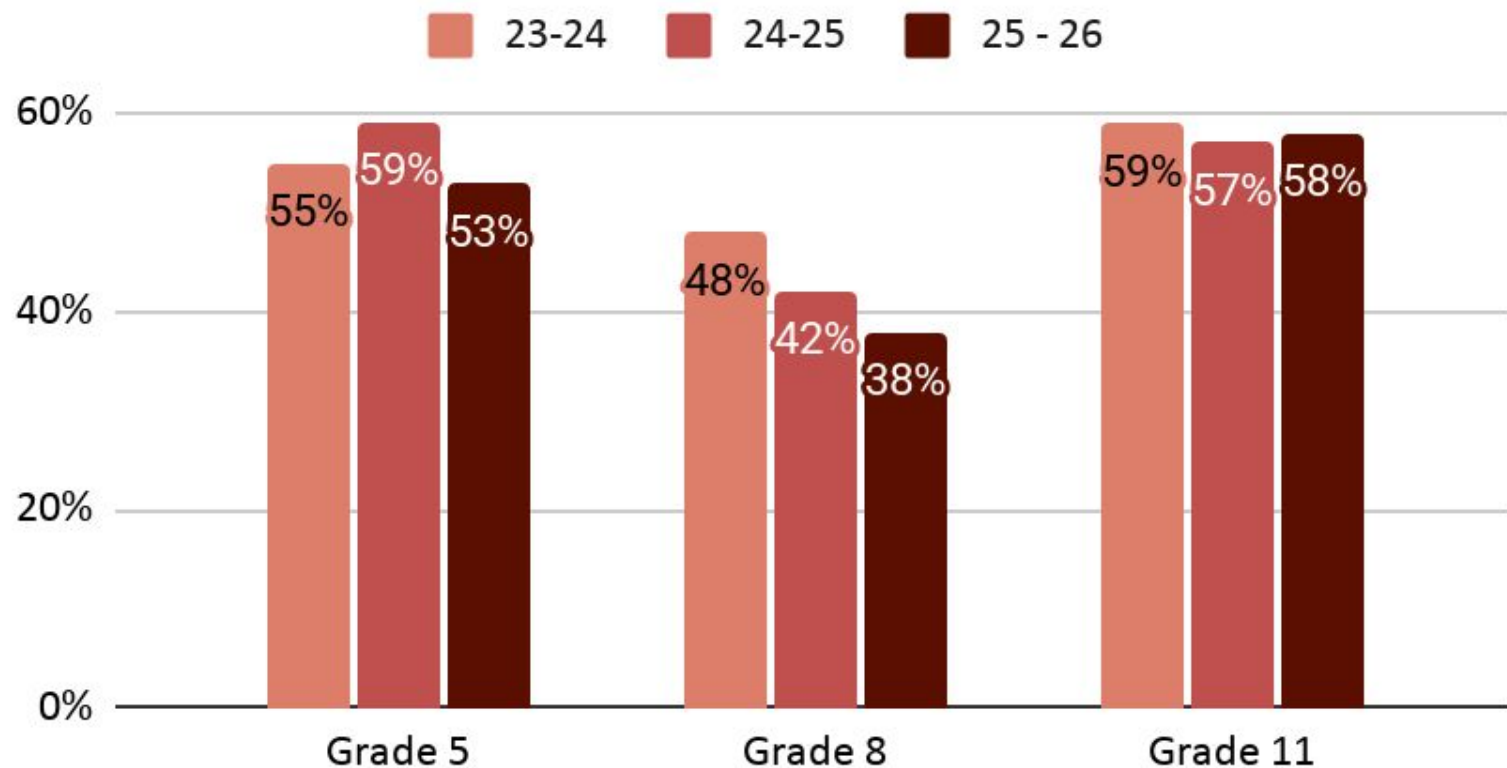
Summit County State



NJSLA - S: Science Grades 5, 8 & 11

Grade Level	Reporting Group	Below Proficient	Near Proficiency	Proficient	Advanced Proficient
Grade 5	Summit	10%	37%	34%	19%
	County	35%	39%	20%	6%
	State	32%	41%	21%	6%
Grade 8	Summit	13%	48%	27%	11%
	County	37%	46%	13%	4%
	State	33%	38%	14%	5%
Grade 11	Summit	18%	24%	31%	27%
	County	45%	25%	21%	9%
	State	44%	28%	20%	9%

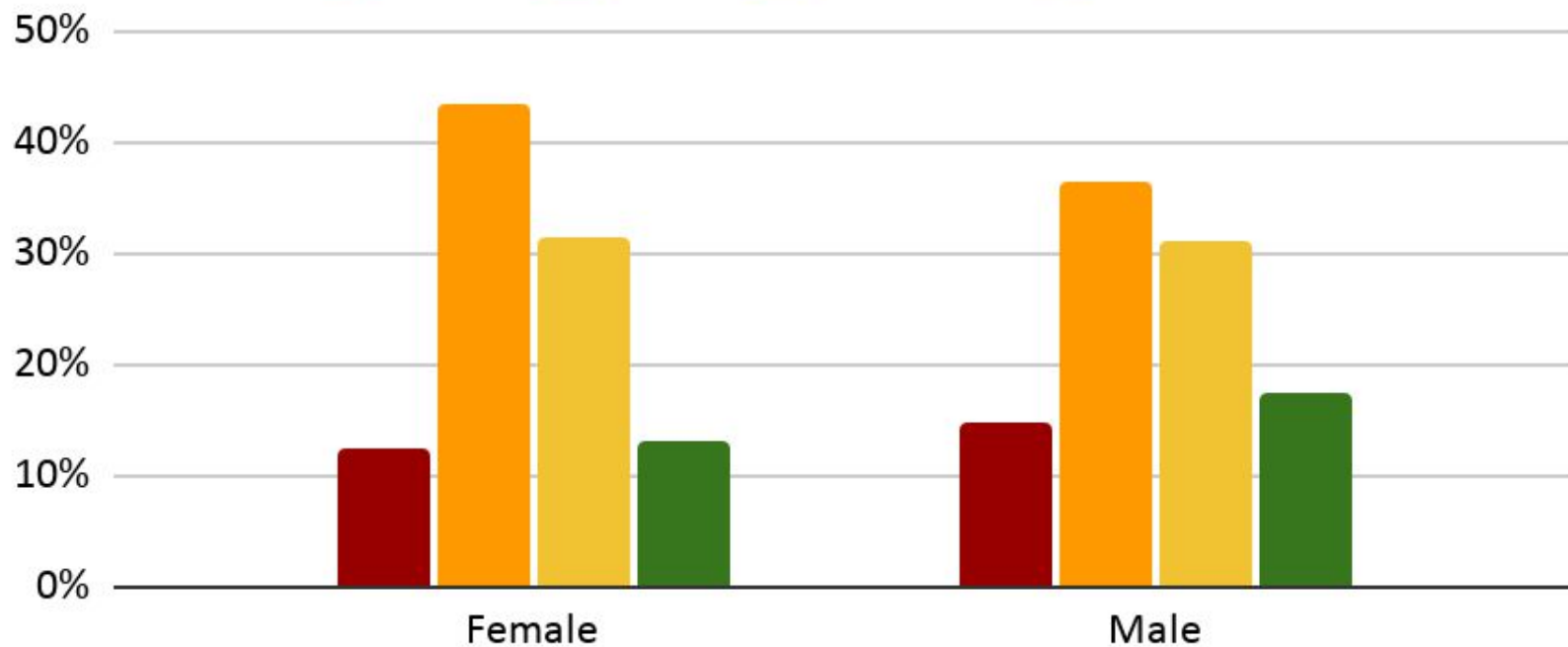
NJSLS - S: Proficient & Advanced



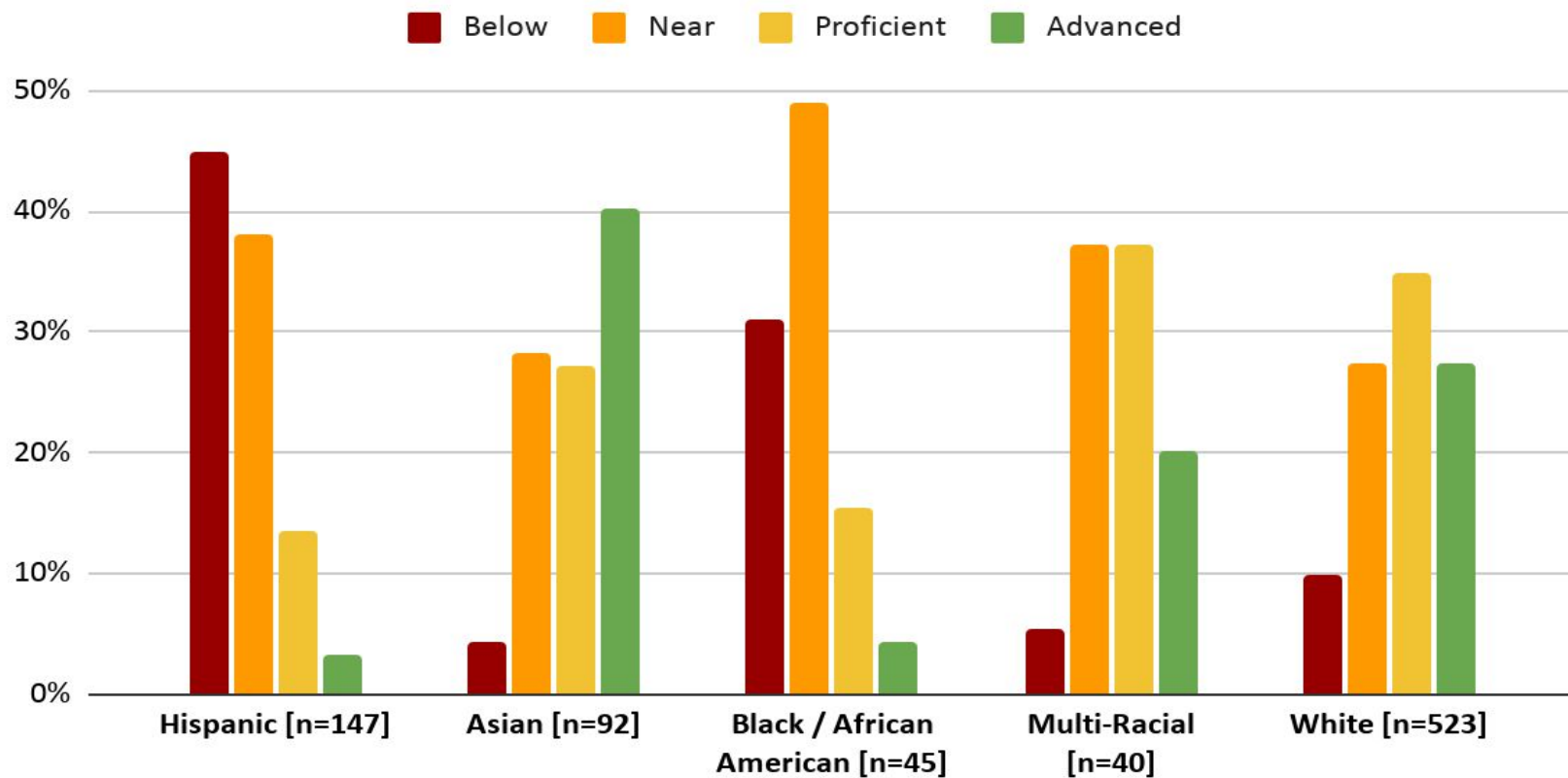
NJSLA - S Sub Group Reports

NJSLA - S Science: Gender

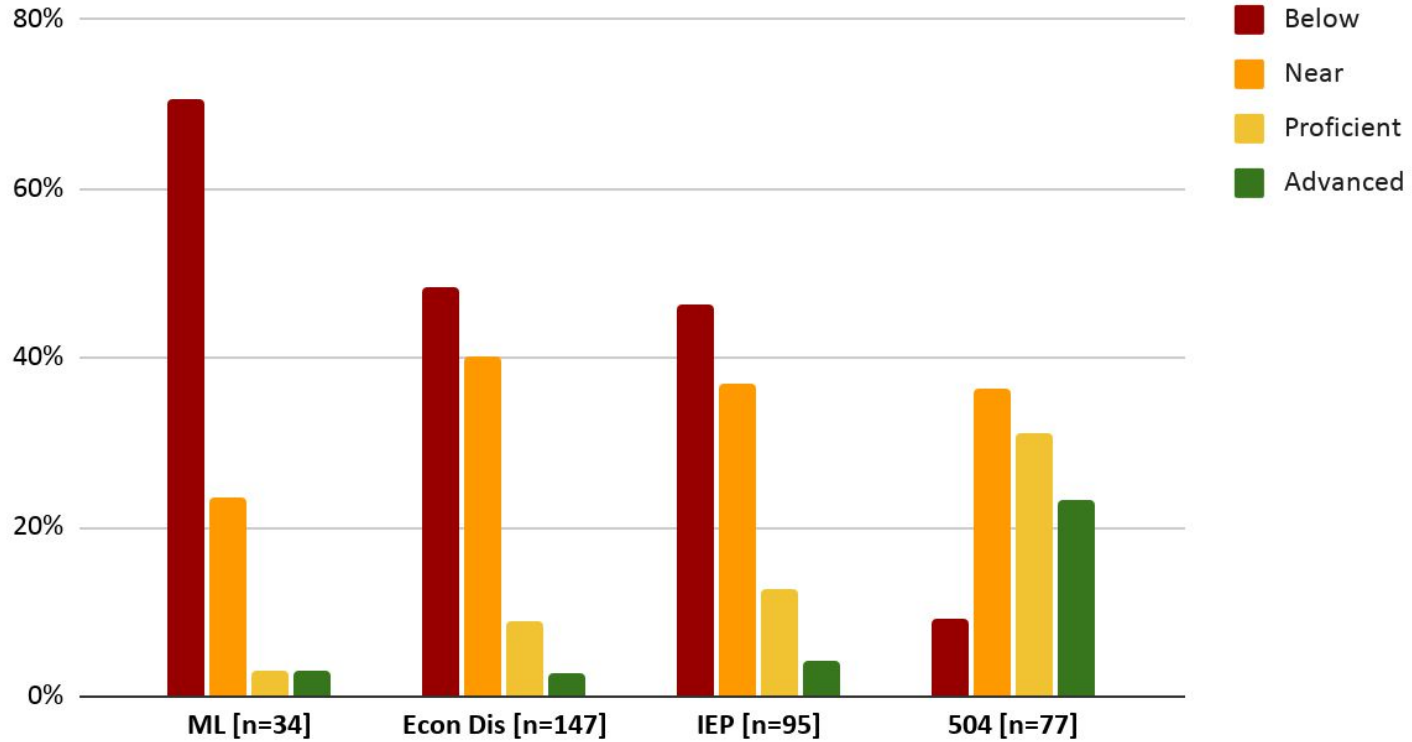
Below Near Proficient Advanced



NJSLA - S Science: Race & Ethnicity



NJSLA - S Science: Programs



Next Steps

Science:

- Compare and align common assessments across grade levels to reflect questions asked on state testing.
- Analyze the “near expectations” population data to see how it aligns with math and ELA performance reports.
- Identify students who would benefit from targeted interventions.



NJGPA - A

New Jersey Graduation Proficiency Assessment (NJGPA-A)

- Administered to Grade 11 students
- Aligned to NJ Student Learning Standards
 - Mathematics
 - ELA
- Performance Levels
 - Graduation Ready
 - Not Graduation Ready



Graduation Pathways

Pathway	ELA	Mathematics
First Pathway	Retake and demonstrate proficiency on the ELA component of the NJGPA-A	Retake and demonstrate proficiency on the mathematics component of the NJGPA-A
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

2026 NJGPA-A Report

FIRSTNAME LASTNAME

FIRSTNAME'S PERFORMANCE AT A GLANCE

English Language Arts

1
Level 1
NOT YET GRADUATION READY
Test Date: Spring 2026

SCORE 425

LEVEL 1 (201-495)
NOT YET GRADUATION READY

LEVEL 2 (500-595)
GRADUATION READY

Mathematics

2
Level 2
GRADUATION READY
Test Date: Spring 2026

SCORE 564

LEVEL 1 (201-495)
NOT YET GRADUATION READY

LEVEL 2 (500-595)
GRADUATION READY

Legend:

English Language Arts and Mathematics

Level 1
Not Yet Graduation Ready

Level 2
Graduation Ready

What is the purpose of the NJGPA-A?

This assessment provides information about how well a student is meeting New Jersey's high school graduation requirements in English language arts and mathematics. The NJGPA-A is one of several pathways students may use to demonstrate they are ready for graduation.

What do the results of the NJGPA-A mean, and how are they used?

Results show whether students have met their graduation assessment requirement. This information helps families and schools support students as they work toward graduation.

From the Commissioner

The New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-A) provides information about how well a student is meeting New Jersey's high school graduation requirements in English language arts and mathematics. This report shows the student's performance on that assessment.

The NJGPA-A is one of several pathways students may use to demonstrate they are ready for graduation. If a student does not meet the graduation standard on the NJGPA-A, there are additional pathways available, including other assessment options and portfolio appeals, consistent with New Jersey's graduation requirements.

These results are just one piece of information and do not define a student. They can help students, families, and educators better understand current skills, identify strengths, and determine where additional support may be helpful.

If something in this report is unclear, please talk with a teacher or school counselor about the results, next steps, and the supports available to help the student stay on track for graduation.



Dr. Lily Laux, Commissioner of Education

Log in to the Family Portal at
<https://nj-famportal.camdenwest.com>
to learn more.

FIRSTNAME'S
UNIQUE ACCESS
CODE

999999

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ISRs include:

- Student Performance Levels
- Student Scale Score
- State, District and School Averages
- Student Performance on Subdomains

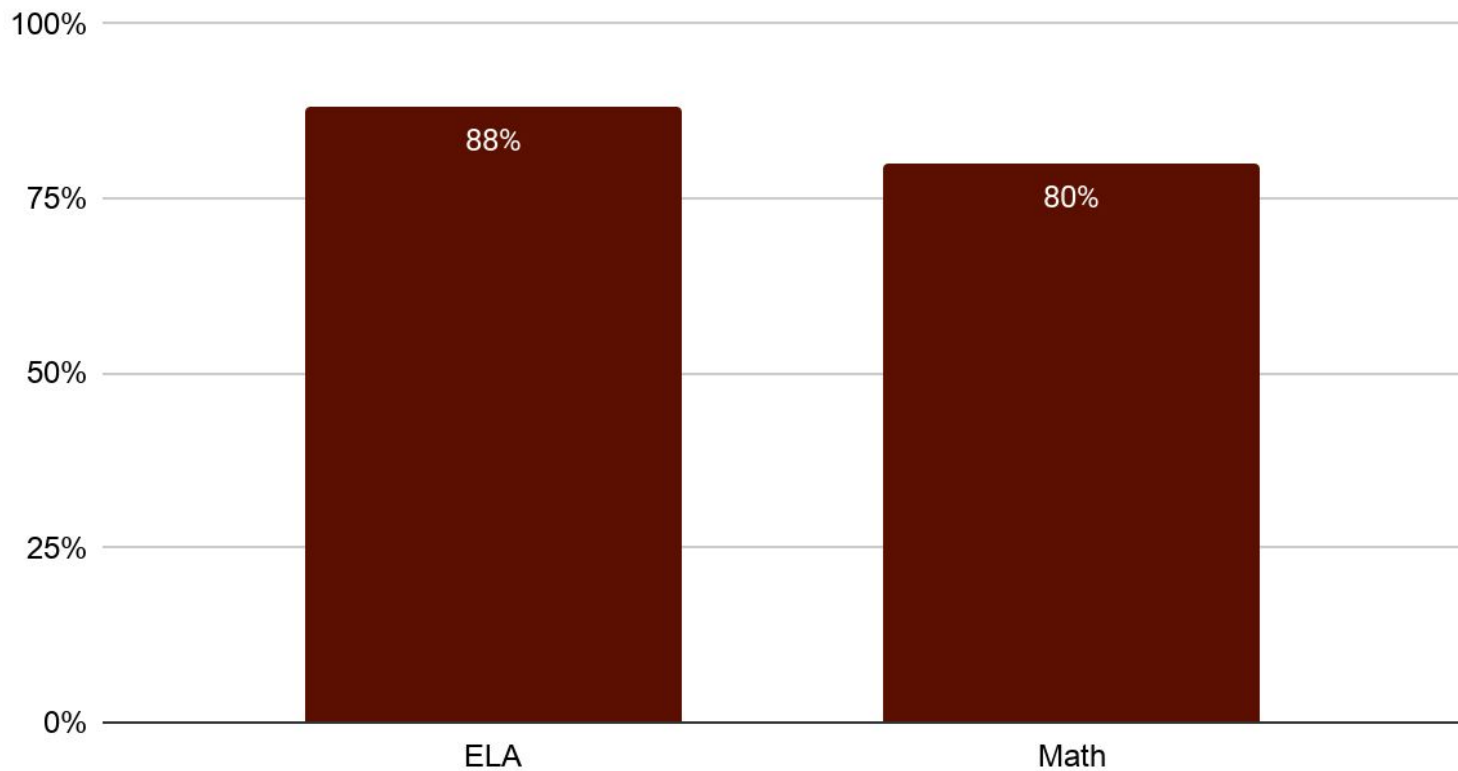
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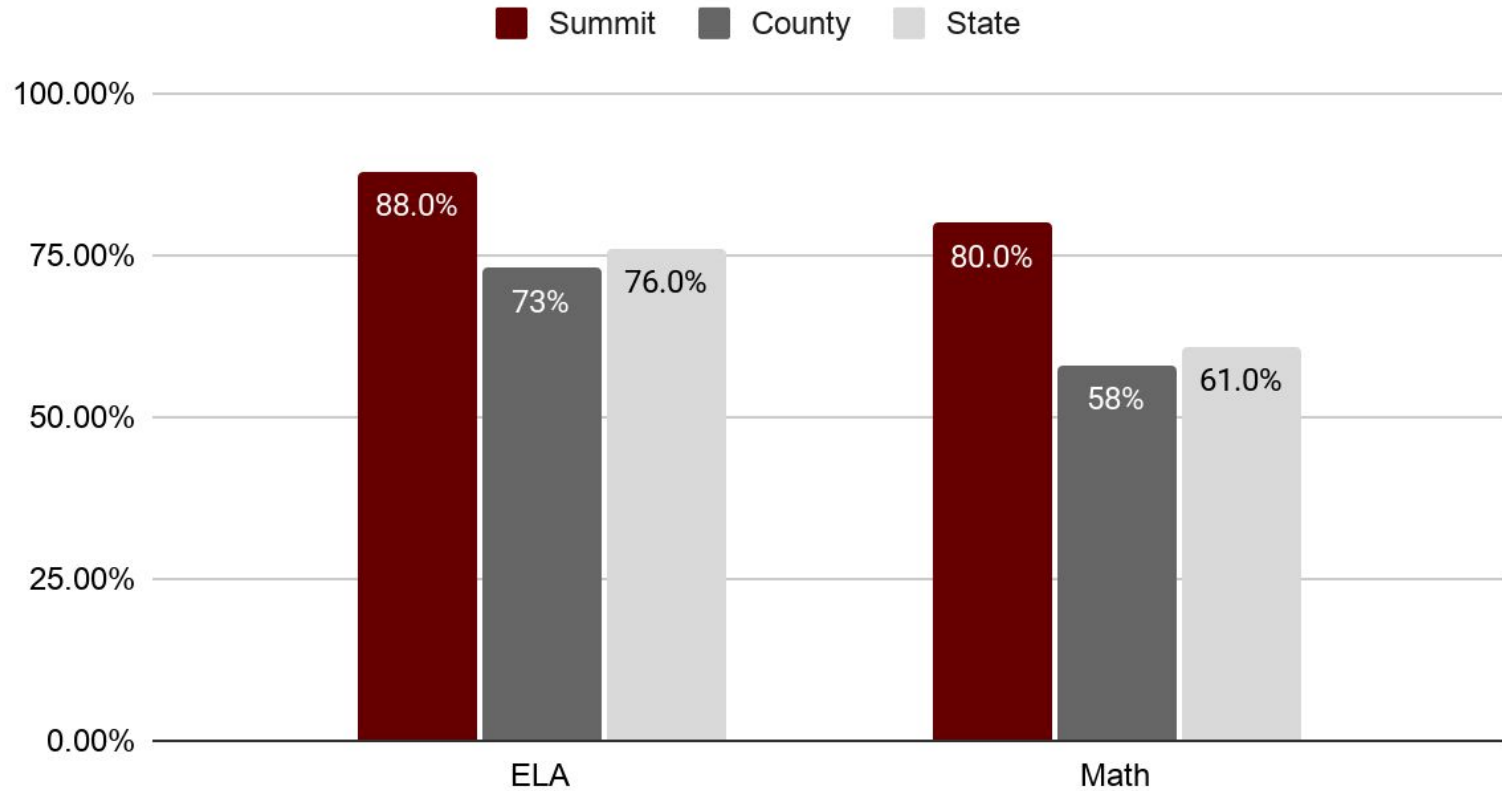
[NJGPA-A Parent Resource Center](#)



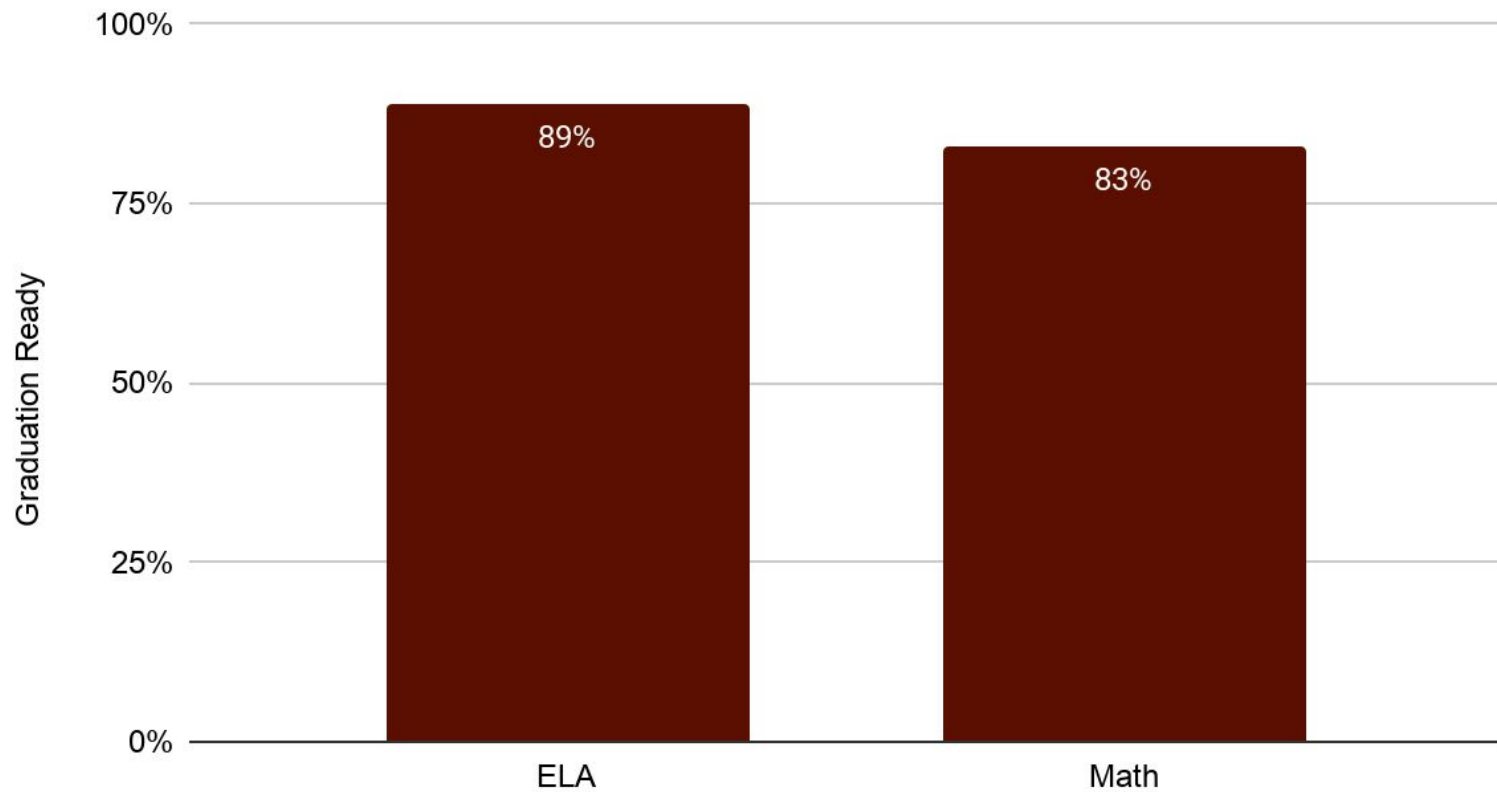
NJGPA - A Results - Spring 2026



NJGPA - A Comparisons - Spring 2026



Graduation Ready - Second Pathway



NJGPA-A Sub Group Reports

ELA	SubGroup: Gender	Not Yet Graduation Ready	Graduation Ready
	Male [138 Students]	17%	83%
	Female [145 Students]	7%	93%
	All Students [283 Students]	12%	88%

Math	SubGroup: Gender	Not Yet Graduation Ready	Graduation Ready
	Male [138 Students]	22%	78%
	Female [146 Students]	17%	83%
	All Students [284 Students]	20%	80%

ELA	SubGroup: Race	Not Yet Graduation Ready	Graduation Ready
	Hispanic/Latino [81 Students]	33%	67%
	Asian [23 Students]	0%	100%
	Black or African American [16 Students]	25%	75%
	Multi-Racial [11 Students]	0%	100%
	White [150 Students]	1%	99%
	All Students [283 Students]	12%	88%

Math	SubGroup: Race	Not Yet Graduation Ready	Graduation Ready
	Hispanic/Latino [81 Students]	46%	54%
	Asian [23 Students]	0%	100%
	Black or African American [16 Students]	50%	50%
	Multi-Racial [11 Students]	9%	91%
	White [151 Students]	7%	93%
	All Students [284 Students]	20%	80%

ELA	SubGroup: Program	Not Yet Graduation Ready	Graduation Ready
	Multilingual [19 Students]	79%	21%
	F & R Lunch [62 Students]	44%	56%
	504 [44 Students]	0%	100%
	IEP [21 Students]	33%	67%
	All Students [283 Students]	12%	88%

Math	SubGroup: Program	Not Yet Graduation Ready	Graduation Ready
	Multilingual [19 Students]	84%	16%
	F & R Lunch [62 Students]	60%	40%
	504 [45 Students]	7%	93%
	IEP [21 Students]	71%	29%
	All Students [284 Students]	20%	80%

Next Steps

ELA

- Analyze scores that indicate below or near expectations to prioritize instruction.
- Identify focus standards for individual students to provide targeted interventions.
- Identify focus standards for students who have recently exited ESL and reinforce instruction.

Math

- Analyze scores that indicate below or near expectations to prioritize instruction.
- Review and revise geometry materials to extend instruction of the tested standards.
- Provide additional hands-on experience on using a digital calculator.

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
- Expanding
- Developing
- Bridging
- Reteaching



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	
		100	600
Listening	2.2	261	
Speaking	2.5	271	
Reading	2.9	314	
Writing	4.7	389	
Oral Language 50% Listening + 50% Speaking	2.3	277	
Literacy 50% Reading + 50% Writing	4.3	362	
Comprehension 70% Reading + 30% Listening	2.7	319	
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.6	336	

*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

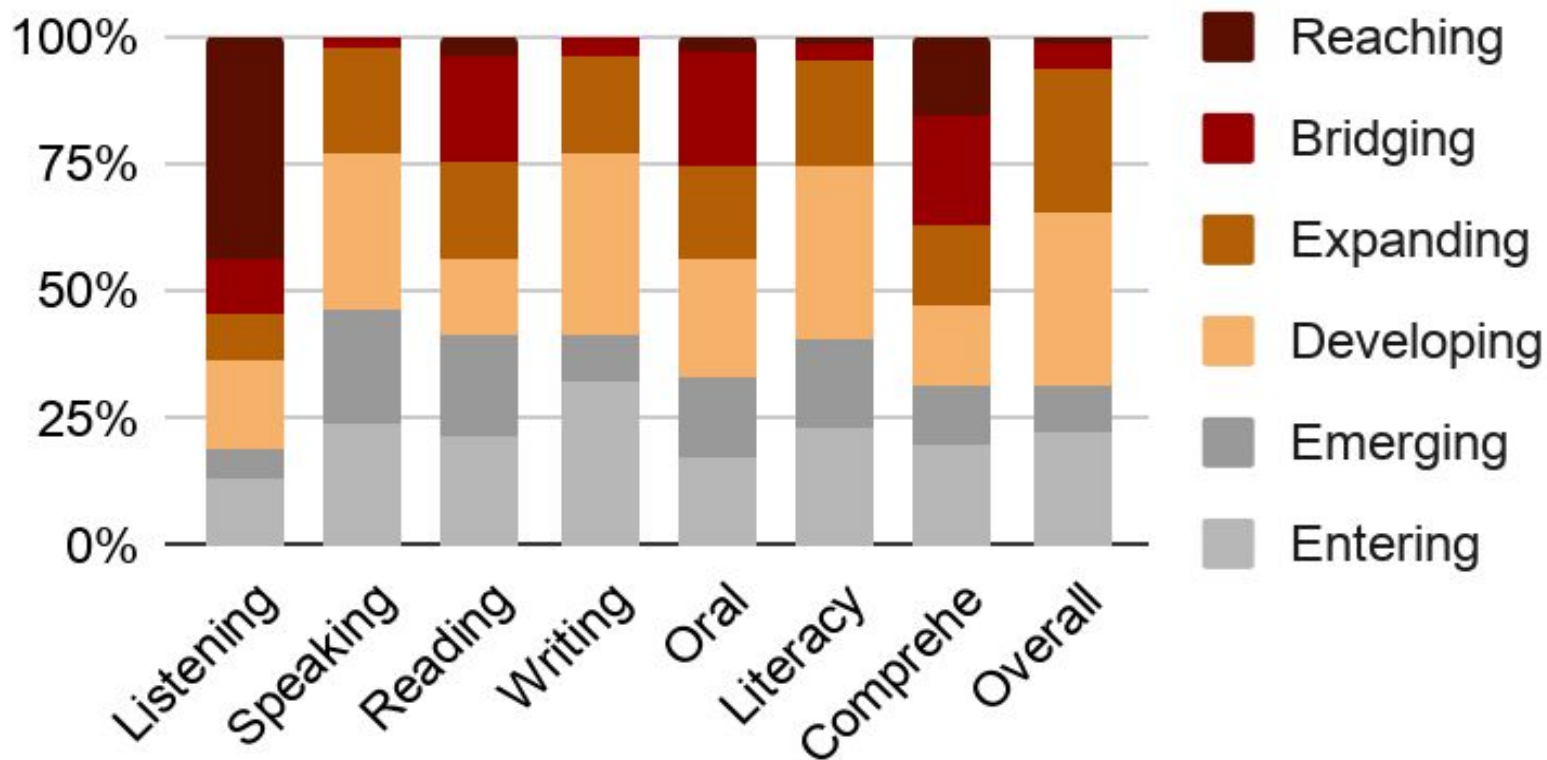
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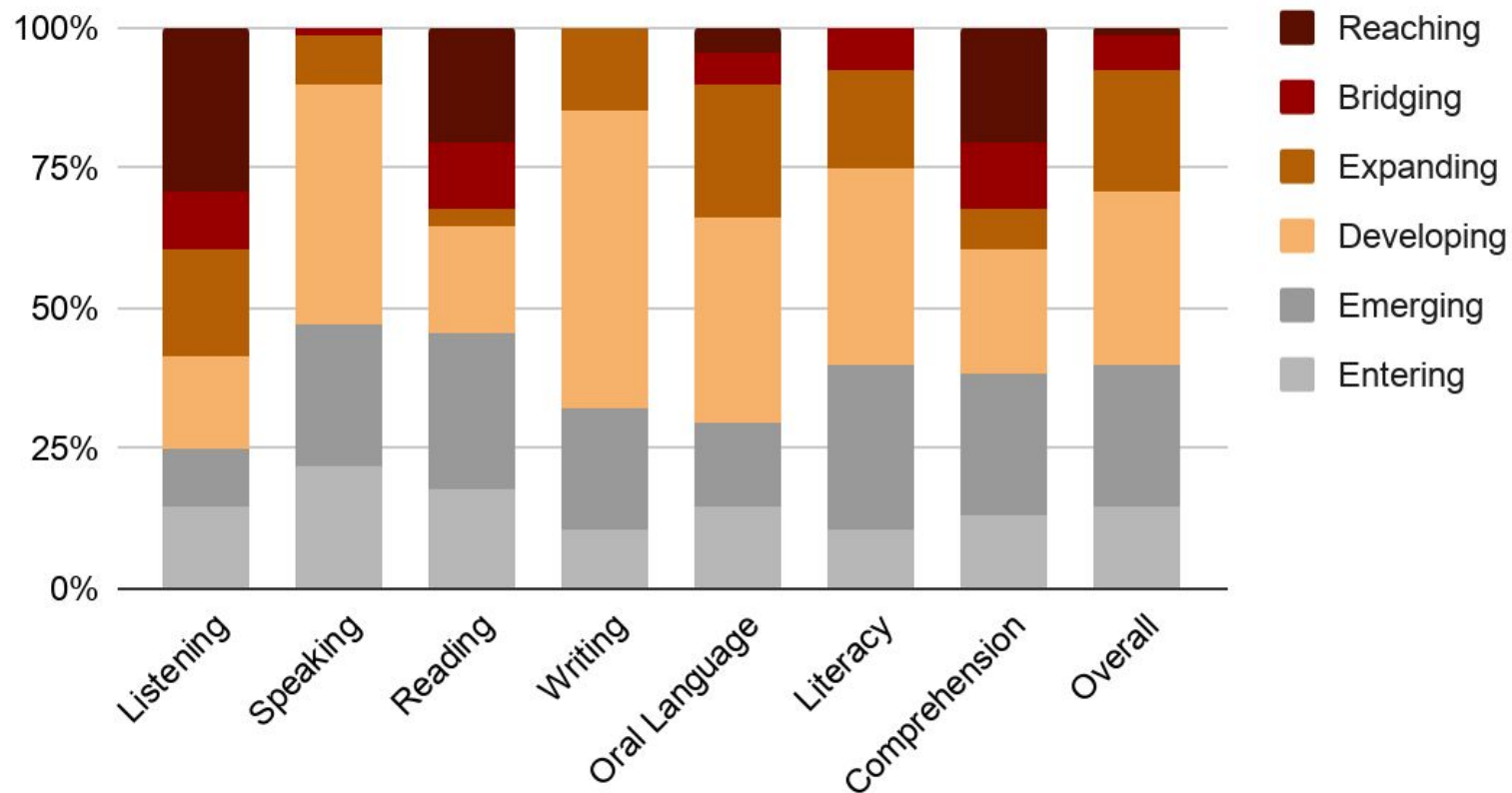
[NJSLA Parent Resource Center](#)



ACCESS Scores: K - 5



ACCESS Scores: 6 - 12



Dynamic Learning Map

Dynamic Learning Maps

- Alternative assessment for students with the most significant learning disabilities in English, Mathematics, and Science.
- Online assessment.
- Informs instruction and meets state requirements for reporting student achievement.

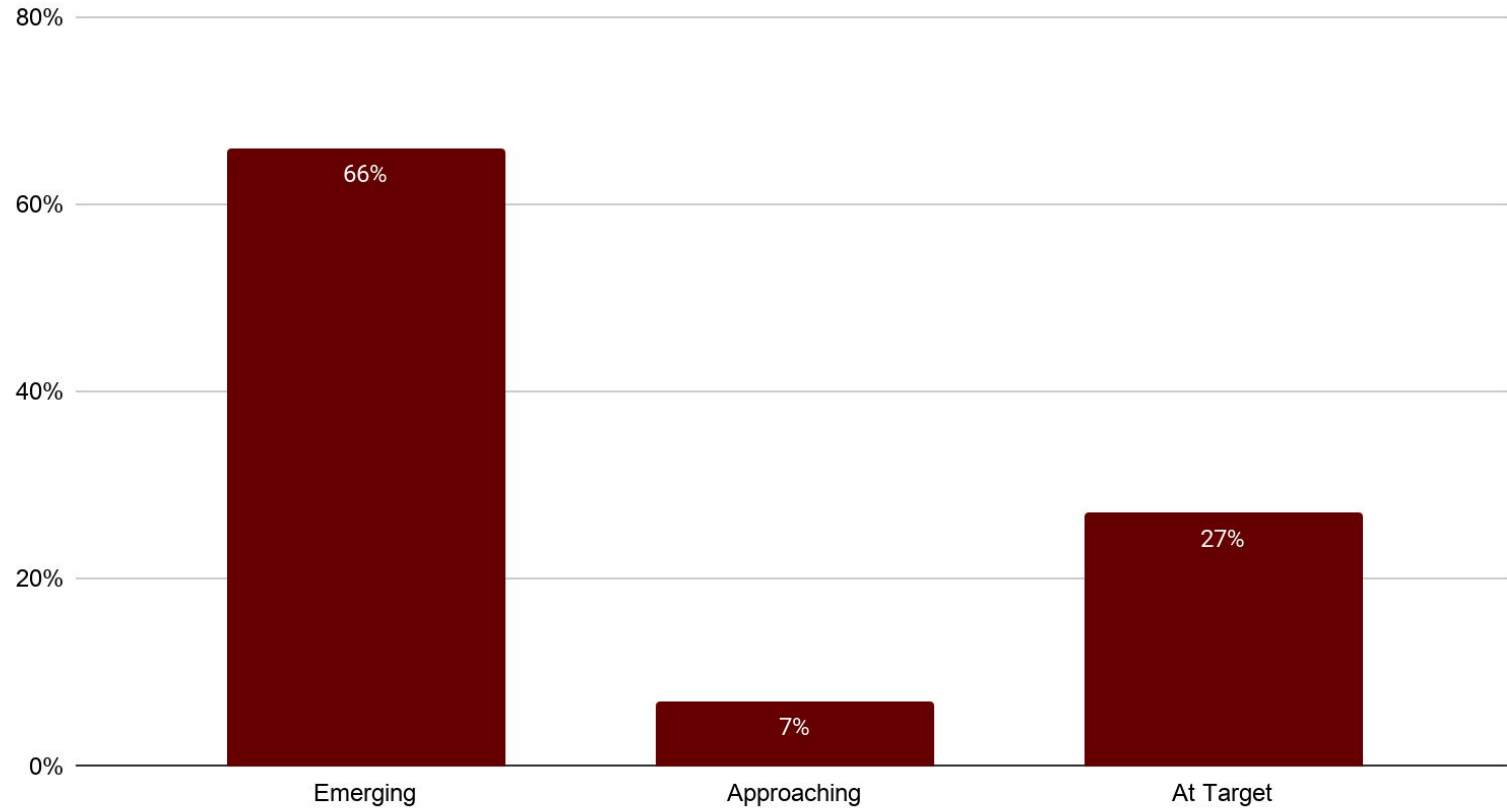


DLM - Four Performance Levels

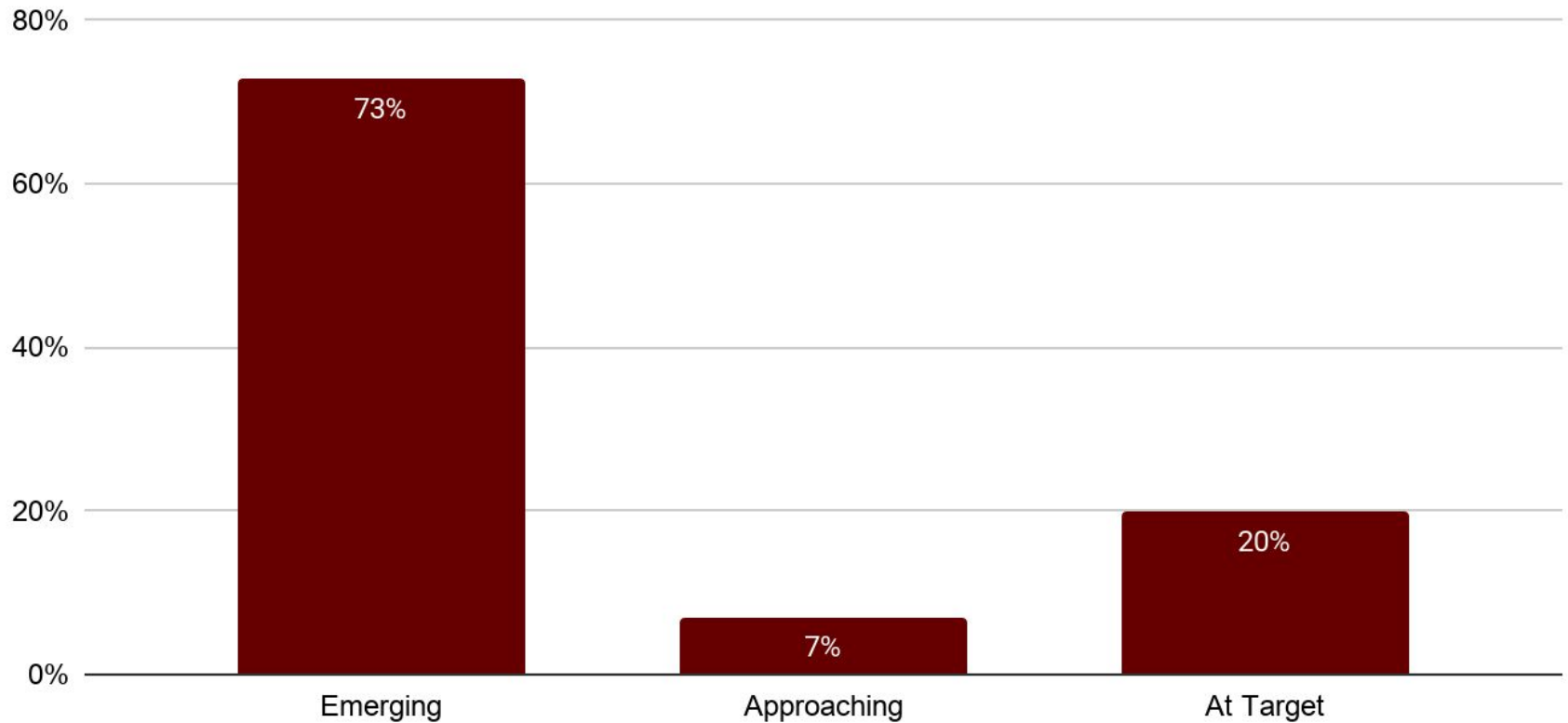
- Emerging
- Approaching the Target
- At Target
- Advanced



DLM Proficiency Levels: ELA



DLM Proficiency Levels: Math



Thank you!

